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User's Guide **June 2004**

The Progress in International Reading Literacy Study (PIRLS) 2001 United States User's Guide

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TABLE OF CONTENTS

TABLE OF CONTENTS (CONTINUED)

TABLE OF CONTENTS (CONTINUED)

List of Appendixes

List of Tables

List of Exhibits

1. OVERVIEW OF THE PROGRESS IN READING LITERACY STUDY (PIRLS)

1.1 Introduction

The Progress in International Reading Literacy Study (PIRLS) is an assessment of reading comprehension conducted by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS 2001 was the first in a planned 5-year cycle of international trend studies in reading literacy. In 2001, 35 countries assessed the reading literacy of their students in the upper of two grades with the most 9-year-olds (fourth grade in most countries, including the United States). PIRLS is designed to provide comparative national estimates on the reading literacy of public and private school fourth-graders and also examine factors that may be associated with the acquisition of reading literacy in young children.

1.2 What PIRLS Measures

PIRLS assesses three aspects of reading literacy:

- Purposes of reading;
- Processes of comprehension; and
- Reading behaviors and attitudes.

The first two aspects, purposes of reading and processes of comprehension, form the basis of the written test of reading comprehension. The student background questionnaire addresses the last aspect, behaviors and attitudes.

Purposes of reading are a critical facet of reading literacy, as they explain *why* people read. PIRLS focuses on the two purposes that account for most of the reading done by young students both in and out of school: *reading for literary experience* and *reading to acquire and use information*. Narrative fiction is the main form of literary text used in conjunction with reading for literary experience, while a range of informational texts, including biographies, step-by-step directions, and informational leaflets, assess students' ability to acquire and use information while reading. The PIRLS assessment treats both purposes of reading equally and as such contains an equal proportion of material assessing each purpose.

The second aspect of reading literacy, processes of comprehension, relates to how readers construct meaning. Different passages require readers to focus on and retrieve specific ideas, make inferences, interpret and integrate ideas and information, and examine and evaluate text features. Students' proficiency with each of the different processes is assessed in between 20-30 percent of the total items. All of the comprehension processes are assessed through multiple-choice and constructed-response questions.

In addition to the assessment, three sets of questionnaires were administered in the United States study. A student questionnaire addressed students' attitudes toward reading and their reading habits. This questionnaire also looked at certain aspects of the students' home that may contribute to reading literacy.[1] Questionnaires also were given to students' teachers and school principals to gather information about students' classroom and school experiences in developing reading literacy.

1.3 Questions Addressed by PIRLS

Several questions were addressed by PIRLS. The study collected information on a number of factors from public and private schools, teachers, and students thought to address specific questions using national estimates. Among them:

- How well do fourth-grade students read?
- How does the reading achievement of students in one country compare with the student achievement in other countries?
- Do fourth-grade students value and enjoy reading?
- How do the reading habits and attitudes of students vary across countries?

[1] With the exception of Morocco and the United States, separate questionnaires were administered to parents of students to gather parent level information.

1.4 PIRLS Reports

Several reports about PIRLS 2001 have been prepared, which can provide additional information, including both analyses of the international data as well as technical reports. Copies of these reports are available at the NCES PIRLS web site (http://nces.ed.gov/surveys/pirls).

National Reports

- A Content Comparison of the NAEP and PIRLS Fourth-Grade Reading Assessments (Binkley and Kelly, 2003).
- International Comparisons in Fourth-Grade Reading Literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001 (Ogle et al., 2003).
- PIRLS-IEA Reading Literacy Framework: Comparative Analysis of the 1991 IEA Reading Study and PIRLS (Kapinus, 2003).

International Reports

- Framework and Specifications for PIRLS Assessment 2001 – 2nd Edition (Campbell et al., 2001).
- PIRLS 2001 Encyclopedia: A Reference Guide to Reading Education in the Countries Participating in IEA's Progress in International Reading Literacy Study (PIRLS) (Mullis et al., 2002).
- PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries (Mullis et al., 2003).
- PIRLS 2001 Technical Report (Martin , Mullis, and Kennedy, 2003).
- Trends in Children's Reading Literacy Achievement 1999-2001: IEA's Repeat in Nine Countries of the 1991 International Reading Literacy Study (Martin, Mullis, Gonzales, and Kennedy 2003).

1.5 The User's Guide and PIRLS U.S. Data

The survey design for PIRLS is a complex one, as are the data set and the methodologies required to use it. This User's Guide contains a detailed technical explanation of the procedures used to conduct PIRLS in the United States, including the procedures for drawing the U.S. sample, administering

the assessment, and scoring and coding the data. The guide also describes how to install and use the Electronic Codebook and accompanying data files, with explanations of the various data files, sampling weights, and procedures for obtaining proper estimates.

The CD-ROM that accompanies this User's Guide contains the U.S. PIRLS 2001 data, including data that was collected only in the United States and is not included on the International Database available from the IEA, such as student race and ethnicity information. Further information about PIRLS in the United States is available on the National Center for Education Statistics (NCES) PIRLS website (http://nces.ed.gov/surveys/pirls).

2. U.S. PIRLS 2001 SCHOOL SAMPLE

2.1 Introduction

The PIRLS 2001 school sample was drawn for the United States in September 2000, following international requirements set forth by the International Association for the Evaluation of Educational Achievement (IEA) school sampling manual. However, unlike the two-stage sample design called for by IEA where the first stage primary sampling units (PSUs) are schools, the United States used a three-stage design with the first stage a sample of geographic primary sampling units. This three-stage sample approach also was used in TIMSS, TIMSS-R, and CivEd and is generally used in the United States to reduce the high travel costs relative to a design using schools as the first stage units. The second stage of selection was a sample of schools within PSUs, and the third stage a sample of classrooms within schools.

The student population for the PIRLS 2001 was the set of all fourth-graders in the United States, corresponding to the grade in which the highest proportion of nine-year-olds were enrolled at the time of testing (April or May 2001). The PIRLS school sample consisted of 200 public and private schools containing a fourth grade (150 public and 50 private), selected probability proportionate to the school's grade enrollment of fourth-graders from the 1997-1998 Common Core of Data (CCD) and the 1997-1998 Private School Survey (PSS) school frames. One classroom was sampled from each selected school, yielding a sample of approximately 4,000 students. The number of schools was determined so as to meet the IEA standards for sampling precision corresponding to an effective sample size of at least 400 students. This specification was designed to ensure that each country drew a large enough sample so that, with 95 percent probability, the sample estimates of population values for mean, percentages, and correlations were within +/- 0.1 of the standard deviation, +/- 5.0, and +/- 0.1, respectively. The overall sample design is intended to approximate a self-weighting sample of students as much as possible, with each fourth-grade student in the United States having an approximately equal probability of being selected.

In addition to representing the population of U.S. fourth-graders as a whole, the sample oversampled public schools with a high enrollment of Black and Hispanic students (defined as schools where the combined percentage of Black and Hispanic students was greater than 12.5%). Additionally, all private schools were sampled at a higher rate than public schools. These oversamplings were undertaken to increase the reliability of estimates for these groups of students.

2.2 Excluded Populations

School-level exclusions consisted of the following:

- Students in the five U.S. territories of American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands, as well as students in foreign Department of Defense (DoD) schools, because of the high cost of administration overseas (and also the fact that the vast majority of fourth-graders in Puerto Rico are educated in Spanish); and
- Students in special education, vocational/technical, and alternative schools, because these schools offer a curriculum or school structure that is radically different from the mainstream educational system.

These school-level exclusions represent 2.2 percent of the desired target U.S. population. In addition, classroom-level exclusions consisted of students incapable of taking a pencil and paper test for physical, mental, or language-related reasons. These classroom-level exclusions were expected to represent about 7.6 percent of the desired national target population.

2.3 PSU Sampling

In the first stage of sampling, the United States (the 50 states plus the District of Columbia) was divided into geographic primary sampling units (PSUs) composed of consolidated metropolitan statistical areas (CMSA), metropolitan statistical areas (MSA or NECMA), a single county, or a group of contiguous counties. The frame for this first sampling stage was the *USA Counties 1998* dataset from the U.S. Bureau of the Census. This dataset contains socioeconomic and demographic information on all 3,142 counties in the United States. Each PSU met a minimum size requirement to ensure that it contained enough schools with a fourth grade to be selected in the sample (a 1997 U.S. Census population of at least 60,000 in the Northeast and Southeast and 45,000 in the Central and West regions). Each PSU was contained entirely within one of the four NAEP regions. These NAEP regions were used to stratify the PSUs, ensuring that each region was adequately represented in the sample. More than 1,000 such PSUs were created from this frame based on the following properties:

- For metropolitan areas the PSUs consisted of cities and their surrounding suburban areas as defined by the U.S. Bureau of the Census (i.e., CMSAs, MSAs, and for New England, NECMAs);
- For nonmetropolitan areas the PSUs consisted of single counties or groups of contiguous counties (linked based on latitude and longitude from the U.S. Bureau of the Census geocoding system); and

- The PSUs were always contiguous geographic areas.

Fifty-two PSUs were drawn from this frame for the PIRLS 2001 sample following systematic probability proportional to size sampling procedures. The measure of size was the 1997 U.S. Census population.

Extremely large PSUs exceeding the initial sampling interval were selected with certainty. There were nine of these PSUs. The remaining noncertainty PSUs were stratified based on NAEP region and metropolitan/non-metropolitan status (i.e., MSA vs. non-MSA status). Within each of these primary strata, each PSU was further sorted based on the following characteristics:

- 1990-1997 change in population;
- Percent minorities;
- Percent unemployed; and
- Per capita income.

The sorting order followed a serpentine procedure where alternating ascending and descending sorting orders were used in successive groups. This procedure helped ensure that the sample was representative across all the sorting variables. The remaining noncertainty PSUs were selected from these PSU strata with probability proportionate to size (measured as 1997 U.S. Census population).

2.4 Second Stage Sampling: the School Sample

The school frame came from two lists: the 1997-1998 Common Core of Data containing all public schools in the United States, and the 1997-1998 Private School Survey containing a complete enumeration of private schools in the United States.[1] Any regular school containing a fourth grade was included on the school sampling frame. There were a total of 65,371 schools on the sampling frame (47,899 public, and 17,472 private).

[1] The CCD and PSS files were the most current lists available at the time that the school sample was selected making it likely that a small amount of undercoverage of grade 4 students exists due newly opened schools. School recruitment procedures sought to minimize this effect, but it is reasonable to expect that a small amount of undercoverage remained. Also, charter schools and Bureau of Indian Affairs schools were not separately reported in the 1997-1998 CCD as they have been in subsequent frames. In 2000-2001 charter schools represented 2% and BIA schools represented <1% of all public schools.

The sampling design for the PIRLS 2001 schools was a stratified systematic sample, with sampling probabilities proportionate to the number of fourth-graders in schools. In addition, public schools with a high proportion of Black and Hispanic students (> 12.5%) were oversampled at twice the rate of public low-minority schools. Explicit strata was defined by public/private status, with target sample sizes of 150 public and 50 private schools, thus allowing private schools to be sampled at a higher rate than public low-minority schools.

2.4.1 Measures of Size for School Selection

Within each PSU, a school's measure of size was proportional to its number of fourth-grade students. For public schools, measures of size were assigned so that schools with a high percentage of Black and Hispanic students (> 12.5%) were sampled at twice the rate of those in the same PSU with a lower proportion of Black and Hispanic student enrollment. Because 50 percent of private schools enroll 17 fourth-grade students or less, measures of size in private schools were decreased for those with small target populations so as to limit the number of schools in the sample with very small enrollments (as well as limit the cost of administration).

Measure of sizes for schools on the PIRLS sampling frame was computed as follows:

1. Determine the fourth-grade enrollment for each school (GR4ENR). (Provided on the school frame);
2. Determine the PSU probability of selection (PSUPROB). (Computed for the first stage of sampling);
3. Calculate the preliminary measure of size (PRELMOS) by dividing fourth-grade enrollment by the PSU probability of selection; and
4. Calculate the final measure of size (FINMOS) based on whether the school is public or private and its minority enrollment.

For public schools:

- FINMOS = PRELMOS* 2, if percent black and Hispanic > 12.5; and
- FINMOS = PRELMOS, otherwise.

For private schools:

- FINMOS = PRELMOS, if GR4ENR>20;
- FINMOS = 11/(PSUPROB*2), if 5<GR4ENR≤20; and
- FINMOS = 2.5/ (PSUPROB*2), if GR4ENR≤5.

Where 11 is the average school size among schools in which 5<GR4ENR≤20, and 2.5 is the average school size among schools in which GR4ENR≤5.

2.4.2 School Selection

Within the explicit strata, the frame was sorted according to the following school characteristics, using a serpentine order:

Private schools	Public schools
School type (Catholic, other religious, nonsectarian)	PSU
PSU	Minority Status (high, low)
Measure of size (descending)	Measure of size (descending)

The sample was systematically selected from the ordered frame. Within each stratum a sampling interval was calculated by dividing the cumulative measure of size by the sample size.

2.4.3 Selecting Substitute Schools

Each sampled school in the survey was assigned two replacement schools in the sampling frame, inasmuch as it was possible given the constraints imposed by the IEA sampling guidelines. These constraints stated that a sampled school cannot be designated as a replacement school, and a given school cannot be assigned to substitute for more than one sampled school. Furthermore, substitute schools were required to be in the same PSU as the sampled schools and have the same school characteristics (i.e., minority enrollment, private status, etc.).

For each sampled school, the next two schools immediately following it in the sampling frame were designated as its replacement schools. The use of implicit stratification variables, and the subsequent ordering of the school sampling frame by size, ensured that any sampled school's replacements would have similar characteristics.

When a sampled school was the last school listed in an explicit stratum, the two schools immediately above it were designated as its replacement schools. If a sampled school was the next to last school listed in an explicit stratum, the schools immediately above and below it were designated as its replacement schools.

2.5 Third Stage Sampling: the Classroom Sample

The final stage of selection consisted of intact classrooms within schools. For each selected school that agreed to participate, a list of all fourth-grade classrooms within the school was compiled. In schools with more than one classroom, selected classrooms containing less than 15 students were combined with the lower adjacent classroom on the classroom list to form pseudo-classrooms. One classroom (or pseudo-classroom) was selected at random from each participating school.

2.6 Selecting Schools and Classrooms for the 10-Year Trend Study

The 10-Year Trend Study sample of schools consisted of every second school sampled for the PIRLS main assessment. Random selection determined whether the first or the second school from the main sample was selected to be the first school included on the 10-Year Trend Study sample. Within each of the schools selected, one additional classroom was randomly selected for the 10-Year Trend Study.

If a school sampled for the 10-Year Trend Study happened to have only one classroom, this classroom was reserved for PIRLS and the first replacement school was used to sample a classroom for the 10-Year Trend Study. Because schools sampled for the 10-Year Trend Study were also schools sampled for PIRLS, first and second replacement schools were the same for both studies.

3. ENLISTMENT OF SCHOOLS, STUDENTS AND TEACHERS

3.1 Overview

The data collection for the Progress in International Reading Literacy Study (PIRLS) main study was administered between April 3 and May 15 of 2001. Westat was responsible for conducting data collection in the United States for the Progress in International Reading Literacy Study (PIRLS). PIRLS was administered to students in selected fourth-grade classrooms.

3.2 Contacting States, District, and Schools

Local control of public education in the United States means that, while the U.S. Department of Education supports PIRLS, decisions are made locally about whether each sampled school will agree to participate in the study. Protocol in the United States requires that state, school district, and local school officials must be contacted, in that order, and permission must be granted at each level before the survey can continue.

Westat began recruitment by contacting the Chief State School Officer and State Test Director in each of the 33 states where schools were selected for PIRLS. An informational letter was mailed asking for a response only if the state did not wish PIRLS to be conducted in the state. One state with seven schools (New York) initially refused, although later this refusal was successfully converted.

Next, the school district office for each selected public school was contacted and permission to approach the selected school(s) in that district was requested from the superintendent. In five school districts it was necessary to submit a formal application (sometimes called a research proposal) to conduct research in the district. Each district made its own decision based on the research proposal submitted. In two cases it was necessary to provide school officials access to assessment items as part of the application process. When this occurred, Westat personnel kept the items in their sight at all times and did not permit duplication of any kind. Of the five research applications submitted, two were accepted, one was denied, and in two districts the approval process lasted such a long time that the assessment window had closed before a final answer was obtained.

Once approval to contact the school(s) was obtained from the school district, a letter was mailed to the school principal with a brochure adapted for the United States from the international PIRLS brochure. A Summary of Activities flyer was also included. This was followed several days later by a telephone call and, if calling failed, a visit to the school. Private schools were contacted directly unless, as in the case of Catholic schools, an organization such as the local diocese required approval similar to public school district approval.

3.3 Student Sampling and Exclusion Criteria

Westat supervisors contacted schools approximately 1 week before the assessment to select the student sample and arrange for assessment space in the school. The national definitions for "class" and teachers, and streams (or tracks) were used for the within-school sampling

The PIRLS Within-School Sampling Software (W3S) was used to select the sample of students to participate in the PIRLS and Trend assessments. In the United States, the classes that were eligible for participation in PIRLS were fourth-grade classes as they were in the TIMSS Population 1 upper grade. This grade is composed of mainly 9- and 10-year-old students in the United States.

Cooperating schools were asked to submit a list of their fourth-grade classes. A form, the PIRLS Fourth-Grade Class Listing Form (see Appendix A, page A-1), was developed for this purpose. It requested that the schools list all classes in the school that contained fourth-grade students. In some schools, combination classes existed composed of third- and fourth-grade students and fourth- and fifth-grade students. For such combination classes, the schools were requested to provide only the number of fourth-grade students.

Though there was a column for schools to indicate the track or stream of the class, few indicated such designations. Twenty-three schools (13% of cooperating schools) indicated some form of classification of their classes. The indicators that the schools used included such classifications as Low vs. High, Spanish speaking or English as a Second Language vs. "Regular," and Special Education vs. Regular classes.

The teachers who were asked to complete the PIRLS Teacher Questionnaire were the classroom teachers of the selected classes. Questionnaires were prepared and mailed to the schools prior

to the assessments with the request that they be completed by the date of the assessment. For those schools in which the teacher was not able to complete the questionnaire by the assessment date, the supervisor left a postage-paid envelope so that the questionnaire could be returned.

3.4 Criteria for Excluding Students

After classes had been sampled, the schools were notified of the selected class(es) and requested to provide a list of the students in these classes using the PIRLS Student Listing Form (Appendix A, page A-5). Included with this form was a document that explained the PIRLS exclusion criteria (Exhibit 3-1).

Exhibit 3-1. Student Exclusion criteria for PIRLS: 2001

INSTRUCTIONS FOR EXCLUDING STUDENTS

The following guidelines define general categories for the exclusion of students within schools. These guidelines need to be carefully implemented within the context of each educational system. The numbers to the left are codes to be entered in column 7 of the Student Tracking Form to identify excluded students.

1. Functionally disabled students. These are students who are permanently physically disabled in such a way that they cannot perform in the PIRLS testing situation. Functionally disabled students who can respond to the test should be included in the testing.

2. Educable mentally retarded students. These are students who are considered in the professional opinion of the school principal or by other qualified staff to be educable mentally retarded or who have been psychologically tested as such. This includes students who are emotionally or mentally unable to follow even the general instructions of the test. However, students should not be excluded solely because of poor academic performance or disciplinary problems.

3. Students with limited proficiency in the test language. These are students who are unable to read or speak the language of the test and would be unable to overcome the language barrier in the test situation. Typically, a student who has received less than 1 year of instruction in the language of the test should be excluded, but this definition may need to be adapted in different countries.

4. Other.

It is important that these criteria be followed strictly for the study to be comparable within and across countries. When in doubt, include the student.

In addition to the three international criteria, the United States proposed and was allowed to add an additional code. Home schooled students are sometimes officially enrolled in a class. If a sampled class had home schooled students identified, they were to be coded as Excluded using the excluded code number four. Only one student was coded as a home-schooled student in the US PIRLS.

3.5 Excluded Class Codes

The W3S allowed for up to three codes to be recorded identifying entire classes that should be excluded from the sampling process. To these three codes, the United States requested and was allowed to add additional codes. The three original codes (1-3) and the codes added by the United States (4-6) are explained in Exhibit 3-2.

Exhibit 3.2. Excluded class codes used in the U.S. PIRLS: 2001

Code	Explanation
1	All students of class are functionally disabled.
2	All students of class are mentally disabled.
3	All students of class are unable to read or speak the language of the test.
4	The students of the class have multiple handicaps (i.e., 1 and 2, 2 and 3, 1 and 3).
5	The school has home schooled students enrolled in the fourth grade but they are not associated with a particular fourth-grade class. Thus, all would be grouped in a "class" for purposes of class sampling.
6	The school operates on a year-round schedule and these students would be "off-track" (or not in school) during the entire PIRLS data collection period.

For the added codes (numbers 4-6), classes in two schools were coded 4 and classes in seven schools were coded 6. There were no schools indicating that they had home-schooled students who were not associated with a fourth-grade class. Among the original three class exclusion codes, 14 schools had classes with code 2 and one school had a class with code 3.

3.6 Participation Results

The original PIRLS school sample consisted of 200 schools. After determining original school refusals, a total of 125 original schools participated in the study. With original and replacement schools combined, 174 schools participated in the study. School participation rates are presented in Table 3-1 below.

Table 3-1. U.S. school participation in PIRLS (weighted): 2001

	Total schools	
School type	Number	Percent participating (weighted)
Total sampled schools	200	†
Participating schools	174	86
Sampled	125	61
Replacement	49	†
Nonparticipating	26	†

† Not applicable.

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Due to a response rate of original sampled schools below 85 percent, a bias analysis was conducted to determine if the characteristics of nonresponding schools differed from those of responding schools. Performing logistic regressions using frame variables such as region, metro status, percent minorities, public/private status, etc. as predictors, found some differences in the distribution of a few of the school characteristics between respondents and nonrespondents. In original sample schools, school type (public, private--Catholic, private--other religious, or private–non-sectarian) was a significant predictor of response status. The use of replacement schools introduced an additional potential bias. The number of students enrolled in grade 4 at the school was negatively related to response propensity. These findings indicate that there is a possibility of bias in the assessment estimates, resulting from school nonresponse. However, adjustments were made to the sampling weights of the data to compensate for some of the differences in characteristics between responding and nonresponding schools, and these may have been effective in reducing any such bias. For a more detailed treatment of the adjustment procedures for nonresponse see Chapter 9, PIRLS Sampling Weights and Participation Rates in the *PIRLS 2001 Technical Report* (http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_TR.html).

Student participation is reported in Table 3-2. The student sample consisted of 4,091 students. After absentees and exclusions, 3,763 students were assessed. Of these eligible students, 96 percent participated.

Table 3-2. U.S. student participation in PIRLS (weighted): 2001

	Total students	
Student participation	Number	Percentage of eligible students participating (weighted)
Total students sampled	4,091	†
Withdrawn from Class/School	55	†
Excluded	121	†
Eligible	3,915	100
Absent	152	4
Assessed	3,763	96

† Not applicable.

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

The participation rates are calculated based on the number of eligible students. In total 4,091 students were sampled for PIRLS. After exclusions, 3,915 students were eligible to participate in the assessment. Accounting for 152 students absent from the assessment, 3,763 students were assessed.

4. INSTRUMENTATION AND DATA COLLECTION

4.1 Introduction

Data collection on PIRLS involved students participating in paper-and-pencil assessments as well as context questionnaires completed by students, teachers, and school administrators. There were no performance assessments included in the conduct of PIRLS. The paper-and-pencil assessments that formed the core of the study were completed by the sampled students in each of the selected, participating schools.

Prior to the student assessments, the reading teachers of each of the selected classrooms were identified with the assistance of the school. Teacher questionnaires were prepared and distributed to the students' teachers to be collected on the day of the assessment (the process of selecting and identifying the students' teachers is described in Chapter 3). A School Questionnaire was given to the school coordinator for the principal or other school administrator to complete. The School Questionnaire collected information about the school environment (copies of all questionnaires are included in Appendix B).

The following sections discuss the instrumentation of PIRLS, the training of the field staff to prepare and administer the various components of the study, and the data collection activities.

4.2 Test Instruments

The instrumentation for the PIRLS study consisted of separately administered student, teacher, and school components. The student component consisted of assessment items and a separately timed background questionnaire collecting basic demographic information and information on the student's reading habits, instructional experiences, and attitudes about school. The teacher questionnaire was completed by the teacher of the selected classroom and was composed of demographic and background questions as well as questions about reading, instructional practices, and attitudes. The school questionnaire, completed by the school principal or designate, collected information on the demographic characteristics of the school and the structure and approach of education instruction. Each instrument was adapted to American English. A detailed description of the assessment and questionnaire development is provided in Chapter 2, Developing the PIRLS Reading Assessments and Chapter 3, Developing the

PIRLS Background Questionnaires in the *PIRLS 2001 Technical Report* (http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_TR.html).

4.2.1 Adaptations of the Questionnaires

While five questionnaires were developed by the International Study Center to be used by participating countries, the Early Literacy Instruction Questionnaire was dropped entirely from the study by the International Study Center and the United States decided not to administer the Learning to Read Survey. This latter questionnaire, an instrument designed for parents, collected information on home reading activities and some demographic information about parents and households. The United States used the three remaining questionnaires as developed by the International Study Center, with only minor wording changes to reflect American English usage.

These adaptations mainly took the form of simple word and phrase substitution as indicated in the international versions. Other changes involved selected items appropriate to the United States such as indicators of wealth.

4.2.2 National Options

In addition to race/ethnicity, two questions were adapted from the Learning to Read Questionnaire for student response and added to the Student Questionnaire. The first was a question on parents' education. The question was asked in the Student Questionnaire for the 1991 study. The second addition was a question on family structure. Again, this was a question used in the 1991 study.

4.3 Adaptations to the Test Items

Test item adaptation was carried out through an item review by an independent reading expert. Changes to items were confined to some sentence restructuring and word changes to reflect American English.

4.4 Item Response

Item non-response occurred when an item was omitted by the respondent, the item was not reached, or the response was invalid. None of the assessment items had a response rate lower than 90 percent. The school and student background items had no items with response lower than 94 percent and 96 percent respectively. The teacher background items had four items with more than 25% percent omitted and are listed in Table 4-1.

Table 4-1. Teacher background items with high non-response in PIRLS:2001

Variable Name	Item text	Percent Omitted
ATBGDEV8	*How often do you ask students to do other activities to help develop reading comprehension skills or strategies?*	46.0
ATBGBRD7	*If a student begins to fall behind in reading, do you have the student do other activities?*	41.5
ATBGARE9	*As part of your formal education and/or training, to what extent did you study other areas?*	51.7
ATBGRRE5	*When you are at home, how often do you read for other reasons?*	29.0

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

4.5 Tracking Forms

The following paragraphs briefly describe the forms used during the U.S. PIRLS field period, who was responsible for completing them, and any modifications made by Westat to the forms specified in the operations manual. The first four forms discussed were developed by Westat to assist in record keeping while recruiting schools and in recording information on the eligible classes and students. These are described in Sections 4.4.1 through 4.4.4, and copies of all of the forms that were used in the U.S. PIRLS are provided in Appendix A. Forms specified by the International Study Center in the PIRLS Survey Operations Manual are described in Sections 4.4.5 through 4.4.9.

4.5.1 Assessment Information Form

Supervisors filled in information in the lower portion of this Westat form as they discussed the study and scheduling of the assessment in a school. The information at the top of the form was

computer-generated from the school database. The "School Coordinator" name recorded on this form was the individual identified by the principal as the person who would be the PIRLS supervisor's main contact at the school; assist in obtaining the information needed about the classes, teachers, and the students; notify the selected students; and distribute and collect the teacher questionnaires. At a few schools, the principal was the school coordinator for PIRLS; in those cases, however, many of these tasks were delegated to other staff.

4.5.2 Refusal Reporting

No hard copy form was used to report district and school refusals in PIRLS. If a district or school refused to participate in PIRLS, the supervisor entered the refusal information in the Field Management System (FMS). This information consisted of the appropriate code for a refusal, why the school refused, and the possibilities that someone else (a field manager, another supervisor, or the field director) might be successful in refusal conversion.

4.5.3 Class Listing Form

This form listed all the classes with fourth graders, along with the name of the teacher(s) who taught the students in these classes prior to sampling. The form assisted in standardizing the information obtained from the schools and ensuring that all of the necessary information was obtained. It also made it easier to monitor the sampling process, to make sure that no bias was introduced. This form was completed by the supervisor while discussing the assessment plans with the school coordinator.

4.5.4 Class Sampling Form

From the information obtained in the listing form, the Class Sampling Form was prepared for the target grade in each school and a random sample of at least one class was drawn from the classes in the school. Because the United States participated in the 10-year trend study, an additional class was drawn for those schools in the trend sample.

4.5.5 Student Listing Form

The Student Listing Form was completed for each sampled class, using a list including the name, date of birth, sex, and exclusion code, if applicable, for each student.

4.5.6 Student Tracking Form

Using information from the Class Sampling Forms and student lists, a Student Tracking Form was prepared for each sampled class. The international version of the Student Tracking Form contained a column labeled "Parent." This column was available for those countries that conducted the Learning to Read Survey. The United States did not participate in this study. As a national option, the United States collected race and ethnicity information on the sampled students. Thus, this column was relabeled "Race/Ethnicity" and the administrators recorded this information, which they obtained from the schools in column 9.

4.5.7 Teacher Tracking Form

A Teacher Tracking Form was prepared for each sampled school. This form was used to identify the teachers who taught the students in the selected classes and assigned them Teacher IDs and Teacher Link Numbers. It also recorded the participation status of teachers with respect to the Teacher Questionnaires.

4.5.8 Student Response Rate Form

The Student Response Rate Form determined when makeup sessions needed to be administered. If the response rate fell below 90 percent, a makeup session was required.

4.5.9 Test Administration Form

This form was used by test administrators to detail any problem in testing sessions. This would have included descriptions of problems in timing of the assessment sessions, unusual events in a session, or problems with any of the assessment materials.

4.6 Coding, Scoring and Data Processing

Pearson was responsible for the printing and distribution of materials to the field and the receipt and processing of completed booklets and session materials after testing. After materials were received, three data entry systems were used to transcribe data to computerized form: key entry, optical mark recognition (OMR), and image scanning. These systems captured the demographic data, multiple-choice responses, and scores from short-answer and extended responses allowing the data to be arranged in format that conformed to the PISA codebook specifications. This data was edited for its consistency and to correct any formatting errors.

4.6.1 Data Processing and Scoring

Internationally produced training materials were used to train supervisors and scorers at Pearson's scoring site in Brooklyn Center, Minnesota. It was decided no additional papers were needed for the initial scorer training. However, some minor changes were made to the rubric of one of the blocks to match the American version of the reading passage.

Scoring supervisors were trained and then subsequently trained the scorers on the first two blocks they were assigned to score. The scoring director monitored the training of blocks throughout the project. Eighteen scorers were divided into two teams of nine with one supervisor, and each was given four blocks to score, two literary and two informational.

From this training, scoring was performed on the books that contained both of the first two blocks. Once all of the books were completed, another block was trained and scoring began on the books with one of the first two blocks and the newly trained block. This process continued until all books had been scored. Most blocks took 3 to 4 hours to train. Unavoidably, some books contained blocks that had

been assigned to different teams. On these books, Team 1 would score their block, return the books to the boxes, and Team 2 would subsequently score their half of the book.

Due to the random order of the blocks to books, a customized system was devised to ensure the smooth flow of scoring materials from team to team and first scorer to second scorer. Books were left in the order they had been batched. Teams went through each box several times to complete the books in the order the blocks were trained. To facilitate the process, the first scorer would mark with a temporary red tag the booklets that required second scoring.

Scores were recorded on score sheets and scanned. During scanning, the scoring system notified the technician of any missing scores or out-of-range scores on the score sheets. The system also produced reliability percentages for each item during the scoring process. A total of 3,763 books were scored. The average of agreement among scorers for the United States was 97 percent.

An examination of scoring reliability was done by the International Study Center. A random sample of at least 200 students' responses to each item (approximately 25% of the total responses) was selected to be scored independently by two scorers. A measure of agreement between scorers (the percentage of times the scores of the two scorers agreed exactly) was calculated for each item in each country, and was examined as part of the item review process. Items with percentage agreement less than 70 percent were flagged for further examination. Internationally, the average of exact percent agreement across items was high – on average, across countries, exact percent agreement was 93 percent. All countries had an average exact percent agreement above 83 percent. The average of agreement among scorers for the United States was 97 percent. For a more detailed discussion of the item review process and procedures see Chapter 10, Item Analysis and Review in the *PIRLS 2001 Technical Report* (http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_TR.html).

4.6.2 File Creation and Consistency Checks

Before scoring was completed, Pearson development staff began checking all data files for inconsistencies. These consisted of multiple double-grids and codebook specifications that were not identified earlier. All inconsistencies were checked against the actual documents and the correct information was obtained.

After open-ended scoring was completed, scores were merged with the demographic and key-entered data. Preliminary files were checked by the Software Quality Specialists to ensure the data were in the correct format. After the data were loaded into the software, error reports were produced indicating nonvalid responses. Development and project staff worked together to obtain the correct information from the processed documents.

5. USING THE ELECTRONIC CODEBOOK AND DATA FILES

5.1 CD-ROM Contents and Uses

The PIRLS 2001 Electronic Codebook (ECB) software tool enables analysts to review and extract reading data. This CD-ROM contains the following elements:

- Data for the student, teacher, and school files (includes international questionnaire data augmented with U.S. national data) and programs (SAS, SPSS, or Stata) for reading and merging the U.S. data;
- The ECB for the U.S. augmented PIRLS 2001 data;
- The U.S. PIRLS 2001 Quick Guide, a guide with troubleshooting tips, a tutorial on how to use the features of the ECB, and a glossary of terms; and
- The U.S. PIRLS 2001 User's Guide, containing information on survey procedures such as sampling, data collection, and scoring. This guide also describes the instruments and the scales developed for measuring mathematics and science knowledge.

With this ECB software tool, an analyst can perform the following actions:

- Search the names and labels of variables in the PIRLS 2001 U.S. data files (called catalogs) to select variables for analysis;
- Create a list of variables to be extracted from the catalog (called taglists), save the list for later use, print the list as a codebook, or use a predefined taglist;
- Examine the response categories, frequencies, and percentages of responses for one or more catalog variables; and
- Automatically generate SAS, SPSS for Windows, or Stata programs to extract selected variables from the whole data set or for a subset of defined cases.

The ECB software tool works only on PCs running a Windows-based environment (Windows 95 or higher). It will not run with other computer operating systems, such as Macintosh and Linux. The ECB software tool includes the PIRLS 2001 national data files, stored as flat (ASCII) data files.

5.2 Installation of Electronic Codebook and Data Files

The installation of the ECB has been divided into two sections: the ECB and the raw data files. The ECB shows the data in an easy-to-read format. The raw data files consist of the raw data in ASCII format. The analyst can access the flat files to conduct his or her own analyses using SAS, SPSS, or Stata. SAS, SPSS, and Stata programs and hard-copy codebooks also may be generated from the ECB. Note that only the U.S. augmented files are included on the data installation.

The disk space needed to install the ECB and raw data files varies according to what the user selects to install. For example:

Full installation	23 MG Required
Full installation of ECB	18 MG Required
Full installation of data files and documentation	5 MG Required

To install the ECB:

1. Select DOWNLOAD DATA from the HOME window.
2. Once in the DOWNLOAD DATA window, select ELECTRONIC CODEBOOK.
3. InstallShield will automatically start. Follow all prompts from within InstallShield.
4. Wait for the screen to display “Setup is Complete.”
5. Click OK to end installation.
6. The ECB is ready to run.

The raw data files and programs may be accessed by selecting the DOWNLOAD DATA button from the HOME window.

To install the raw data and programs:

1. Select DOWNLOAD DATA from the HOME window.
2. Once in the DOWNLOAD DATA window, click the DATA FILES button.
3. The data files are in a zip file. The installation process prompts the user to unzip the data files to a directory.

4. Enter a destination drive or accept the default drive and click UNZIP.

5. Wait for the screen to display "3 FILES SUCCESSFULLY UNZIPPED."

6. Click OK to end installation, and then click CLOSE.

7. Data files are installed.

Note that the directories and subdirectories are created by the program.

To create a shortcut, before closing the ECB, move any or all icons onto the window:

1. Select any or all icons;

2. Press the Control key; and

3. Drag the icon to the desktop using the mouse.

There are two files in the subdirectory of the CD-ROM, Readme.doc and Nces_timss.txt, that may be confusing to users. These files are not necessary for users but are required in the creation of the CD-ROM. Users should ignore these files.

5.3 Reading and Downloading the Quick Guide and User's Guide

5.3.1 Reading the Quick Guide and User's Guide

The Quick Guide, User's Guide, Codebooks, and Crosswalk File are in Portable Document Format (PDF). The user will need Adobe Acrobat Reader to read this type of format. The program will check for Acrobat Reader, and will direct the user to load the program if it is not already installed on the machine. Users who have an older version of Acrobat Reader may install the latest version by selecting the ACROBAT READER button on the VIEW/DOWNLOAD REPORTS page.

5.3.2 Downloading the Quick Guide and User's Guide

The user may download any of these files once they have been opened to view. To download any of these files, go to the File menu**,** select SAVE A COPY from the drop-down list in the Acrobat Reader window menu, and save the document to any directory.

5.4 Data Restrictions in Performing Cross-National Analysis

This CD-ROM contains PIRLS 2001 data for the United States only. It contains some variables that are national options and were not collected by other countries. This information is provided in the Comment field. Users should take care not to use these national variables in cross-national analyses.

5.5 Using PIRLS 2001 Data

The purpose of this section is to provide the user with the basic information for using the PIRLS 2001 data. Instructions for using the ECB may be found in the Quick Guide on the CD-ROM and in the Help file of the ECB. Additional information may be found in the International Database manual available from the International Study Center at Boston College (available at http://timss.bc.edu/pirls2001i/ PIRLS2001_Pubs_UG.html).

5.5.1 Data Files Associated with the PIRLS 2001 Data

The PIRLS 2001 database is composed of three data sets: the student background file (asgusar1.dat), the school file (acgusar1.dat), and the teacher background file (atgusar1.dat). The data are in ASCII format. Associated programs are included on the CD-ROM to read in these data to produce SAS data sets and SPSS system files. The data is hierarchical; thus, all of the students are linked to both teachers and schools, and teachers are linked to schools. Each student record includes IDENTIFICATION variables that enable the user to merge the school and teacher data with the student data. The school and teacher data may be merged with the student data by the variable IDSCHOOL.

The PIRLS 2001 data files are described below:

- **Asgusar1.dat.** This file contains data on students' home background and school experiences, achievement scores on the reading items, the weights, and sampling information. There are 4,091 cases in the student file.

- **Atgusar1.dat.** This file contains the teacher background information from the survey, the teacher views on reading education, how the teacher plans for reading lessons, and the activities used in teaching reading. The teacher file contains 176 cases.

- **Acgusar1.dat.** This file contains background information on the school provided by the school principal or designate, demographic information about the school from the questionnaire and the sampling frame, school programs related to reading, and weights and sampling information. The school file contains 174 cases.

5.5.2 Definition of National Data

On the data files, some of the variables are defined as national variables. The United States added race/ethnicity to the student and teacher questionnaires. Additionally, the student questionnaire contains two additional questions on family structure and parents' education. These were part of the Learning to Read questionnaire not administered in the United States.

The data files are arranged in a structure that has all of the international variables in the first part of the file, followed by the national variables. Cross-national analysis can be performed only on the variables in the "international" section of the file.

The national variables are easily identified by the variable label information found in the source programs and in the ECB.

5.5.3 Weights to Use for Analysis

There are three weights on the student file. Any of these weights can be used, with their respective replicate weights, to generate valid statistics. It is recommended, however, that the population weight, **totwgt**, be used for student-level analysis. The point estimates and standard errors will be the same for all of the three student weights, though the sum of weights will differ. With **totwgt,** the population sum of weights is the population weights; with **houwgt,** it is the sample size; and with **senwgt,** all countries have an equal sum of weights.

totwgt = Total Student Weight
senwgt = Senate Weight
houwgt = House Weight

On the school file, there are two weights. The **schwgt** is used when analyzing school data. The **stotwgtu** is used to describe students of the school.

schwgt = School Weight
stotwgtu = Sum of Student Weights

Analyzing data from complex designs such as PIRLS requires computing correct error variance estimates for the statistics of interest. In PIRLS this error variance comes from two sources: the sampling process and the imputation process. The method used to estimate this variance is the jackknife repeated replication (JRR) technique and suitable because it provides approximately unbiased estimates of the sampling error arising from the complex sample selection procedure for estimates such as percentages, means, and parameters.

On the data file there are two sampling variables, *jkrep* and *jkzone*. These variables are required to construct the jk2 replicate weights. The weights used in PIRLS were constructed under international procedures. For a discussion of weighting procedures see Section 5.5, Sampling Weights in Chapter 5, Sampling and Sampling Weights in the PIRLS 2001 User Guide for the International Database (available at http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_UG.html). For a more detailed description of replicate weights and standard error estimation, refer to Chapter 7, Estimating Sampling and Imputation Variance in the PIRLS 2001 User Guide for the International Database (available at http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_UG.html).

5.5.4 Handling of Missing Data

There are two kinds of missing data. The "not administered" data occurs when (1) a U.S. survey question is not exactly comparable to the international item and (2) a principal, teacher, or student did not respond to the survey. The other missing data occur when the questionnaire is completed but not all of the questions are answered. The "not administered" data should not be included in any analysis.

5.5.5 ECB Data Comparability with International Data Almanacs

The ECB is designed to show the U.S. data in its entirety. The frequencies from the ECB will not appear comparable to the international data almanacs because the almanacs do not report frequencies for the "not administered" category. The result is that the ECB and the international almanacs use a different base in calculating frequency percentages. In addition, for continuous variables, the ECB provides the range of responses in the "Response" column.

5.5.6 Confidentiality

The confidentiality analyses were conducted to provide reasonable assurance that the Progress in International Literacy Study (PIRLS) United States (U.S.) international population public use data files will not allow identification of individual schools, teachers, or students when compared against public data collections. No public data collections identify teachers or students by name. However, three publicly available data files identify schools by name. The National Center for Education Statistics (NCES), part of the U.S. Department of Education, regularly publishes the Common Core of Data (CCD), a detailed public school listing, and the Private School Survey (PSS), a detailed private school listing. Quality Education Data Inc. (QED), a private-owned educational research firm, also publishes a school-based file that provides demographic information for both public and private schools. Any potential identification of teachers and students would arise through the identification of their associated schools. Providing a reasonable degree of assurance that PIRLS schools cannot be identified, thus, assures that teacher and student data also remain unidentifiable.

Users should be assured that schools or students in the U.S. PIRLS dataset can not be identified. Through a technique of probabilistic matching, problematic schools were identified and data masking procedures were performed to remove the risk of identification. The confidentiality analyses incorporated both national and international data variables. The public release of the PIRLS U.S. national school database includes all confidentiality-based changes for both the international and national data variables.

5.5.7 Appropriate Software for Analysis of PIRLS 2001 Data

Because of the complex sample design of the survey, software used to analyze these data must take into account the sampling error and the measurement error. SAS and SPSS can produce the correct point

estimates but cannot be used to produce accurate standard errors. To achieve accurate standard error calculation, SAS and SPSS macros were developed by Boston College. They may be downloaded from the International Study Center web site (http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_UG.html).

Jackgen, jackreg, samplejackgen, and **samplejackreg** are macro programs, in SAS and in SPSS, that can be used to compute the weighted percentage of students within defined groups and their mean on a specified continuous variable. These macros also generate replicate weights and compute JRR sampling variance for the percentage and mean estimates. These macros can be modified to perform many statistical analyses. The macros can also perform linear regressions.

An alternative to using the macros is WesVar, a commercially available software package that was specifically developed to handle data from surveys such as PIRLS 2001. WesVar uses the robust and flexible approach of replication variance estimation. Replication methods apply to sample designs and estimators from the simple to the most complex. Using one of five methods of replication, the user can estimate standard errors for simple estimators such as totals, or complicated ones such as logistic regression parameter estimates. More information about WesVar can be found at: www.westat.org.

The data also may be analyzed using software that applies Taylor series linearization procedures (such as SUDAAN), which can provide a close approximation to the replication software.

5.5.8 Analyzing Teacher and School Data

In the United States, the students were selected from intact classrooms. The teacher who was selected to complete the teacher questionnaire was the teacher of the selected classroom of students. The teacher data may be analyzed by merging teacher data and student data.

The school data has both a school weight and the sum of the student weight. The school weight, **schwgt,** should be used when describing schools in the United States. The data may be disaggregated to the student level by merging the school-level data to the student file by **idschool**. The disaggregated data can be analyzed at the student level using the student-level weight **totwgt.**

5.5.9 Accessing Data from Other Countries

The data sets for the other participating countries and publications for the international data are available from the International Study Center at Boston College (http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs_UG.html).

5.5.10 Other Available PIRLS 2001 Reports and Reference Materials

Several types of materials are available to analysts interested in analyzing PIRLS 2001 data. At the international level, the PIRLS reports can be downloaded at http://timss.bc.edu/pirls2001i/PIRLS2001_Pubs.html . This web site also provides other references and information dealing with various aspects of the study. The U.S. National report and additional information about the U.S. study are available at http://nces.ed.gov/surveys/pirls/ .

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Appendix A

Data Collection Forms

PIRLS

ASSESSMENT INFORMATION FORM

SUPERVISOR		TA:	
SCHOOL:		ID#:	
ADDRESS:			
PHONE #:		ASSESSMENT DATE:	
SCHOOL COORDINATOR & TITLE:			
SESSION TYPE:	# OF STUDENTS:	TIME:	ROOM:
DIRECTIONS TO SCHOOL:			
PARKING/ENTRANCE:			
Pre/post assessment location for PIRLS staff to work?			
How to obtain information about school cancellation?			
How to handle: latecomers?			
Persistently disruptive students?			
Students who may become ill during the assessment?			
Dismissal of students?			
Do classrooms have emergency call buttons?			
Will it be possible to have a teacher in the room to introduce PIRLS? If yes, who?			
Are any students excluded already? How many? Who is completing the questionnaires?			
Are parent letters necessary?			
Okay to photocopy tracking forms in school? (reimburse for copies and leave master copy at school)			

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

PIRLS 4th GRADE CLASS LISTING FORM

Participant: USA

School Name: _____ **School ID:** _____

Person Completing Form: _____
(Print Name) (date)

Telephone Number: ( ) _____

Total number of students currently enrolled in the 4th grade: _____

Please list all classes that include 4th graders. This would include classes consisting exclusively of 4th graders, as well as any combined classes that include 4th grade students. Please include all classes, even if they consist entirely of 4th grade students normally excluded from standardized testing.

Classroom	Grade(s)	Track/stream, if appropriate	Number of grade 4 students	Teacher

CLASSROOM List the classroom number or location where the class usually meets.

GRADE List the grade of the classroom. Examples would be 4, 3/4, 4/5, etc.

TRACK/STREAM If the school organizes classes by ability level, this should be listed, such as "Advanced", "Remedial", "Normal," "Special Ed/Limited English Proficient (even if these students would be excluded from testing)," etc. If school does not organize by ability level, enter "NA" in this column.

NUMBER OF STUDENTS The number of 4th grade students enrolled in this class. If this class contains students in other grades, only the 4th graders should be listed. The total number should include students who may be excluded from the assessment. NOTE: The sum of the numbers in this column should match your response for "Total number of students currently enrolled in the 4th grade" recorded above.

TEACHER Teacher name. If any classes are team taught, provide both names. Names will not be taken out of the school if policy prohibits this. What is needed is some type of identification system that will match the teacher(s) and class(es). For example, a teacher number such as "01", "02", etc. may be used to identify the teachers. If numbers are used, a list that matches the teacher numbers and names should be held at the school. List each class separately.

CONTINUE LISTING 4TH GRADE CLASSES ON THE 2ND PAGE AS NEEDED.

PIRLS 4th GRADE CLASS LISTING FORM
Continued from previous page

Classroom	Grade(s)	Track/stream, if appropriate	Number of grade 4 students	Teacher

School Name:

_____

_____

Class Sampling Form for PIRLS 2001 Page___of___

PIRLS Participant: _____

Number of PIRLS classes: _____

Number of 10-YTS classes: _____

[a] School ID	[b] Grade

[c] School ID	[d] Average Class Size	[e] Random Start	[f] Sampling Interval*	[g] First Class Selected	[h] Second Class Selected	[i] Third Class Selected	[j] 10 Year Trend Study

(1) Class Name	(2) Teacher Name	(3) Class ID	(4) Stream (sorted)	(5) Number of Students	(6) Excluded	(7) Line Number	(8) Sampled	(9) 10 Year Trend

Use additional sheets if necessary

Student Listing Form for PIRLS 2001

Page____of ____

PIRLS Participant: _____

School Name: _____

Class Name: _____

Teacher Name:_____

No.	(1) Student Name	(2) Date of Birth	(3) Sex	(4) Exclusion Code

Use additional sheets if necessary

School Name:

_____

_____

Student Tracking Form for PIRLS 2001 **Page___of___**

PIRLS Participant: _____

[a] School ID	[b] Class Name	[c] School ID	[d] Class ID	[e] Grade	[f] Random Number	[g] First Booklet	[h] 10 Year Trend

(1) Student Name or Number	(2) Student ID	(3) Excl.	(4) Date of Birth (MMYY)	(5) Sex	(6) Booklet	Participation Status (7) Session 1	(7) Session 2	(8) Make-up 1	(8) Make-up 2	(9) Parent

School Name:	**Teacher Tracking Form for PIRLS 2001** **Page___of___**
	PIRLS Participant:

[a] School ID	[b] Grade

[c] School ID	[d] Grade

(1) Class Name	(2) Teacher Name	(3) Teacher ID	(4) Link No.	(5) Sampled Class ID	(6) Eligible Students	(7) Participation Status
			01			
			02			
			03			
			04			
			05			
			06			
			07			
			08			
			09			
			10			
			11			
			12			

Use additional sheets if necessary

Student Response Rate Form

PIRLS Participant: _____

School ID: _____ School Name: _____

Session				
(1) Class ID	(2) TC(c)	(3) TA(c)	(4) TC(c)+ TA(c)	(5) R(c)

If Student Response Rate is less than 90% then a make-up session is required.

Make-up				
(1) Class ID	(2) TC(c)	(3) TA(c)	(4) TC(c)+ TA(c)	(5) R(c)

TC(c): Number of students present in testing session in class (c).

TA(c): Number of students absent in testing session in class (c).

R(c): Response rated calculated as $R(c) = 100 * \frac{TC(c)}{TC(c) + TA(c)} =$ _____ %

PIRLS Main Survey
Test Administration Form

School ID: _ _ _ _ _ _ _

Complete one form for each classroom tested.

(1) School name:

(2) Class name:

(3) School Coordinator name:

(4) Test Administrator name:

(5) Test Administrator's position:

[ ] PIRLS national center staff

[ ] Teacher from school but not teacher of the selected class

[ ] Teacher of the selected class

[ ] Other, please describe:

(6) Type of testing session: [ ] Regular [ ] Makeup

(7) Date of testing:

(8) Scheduled starting time:

Timing of Test and Questionnaire Sessions		
Start time	End time	
(9a)	(9b)	Administration (preparation of students, reading of instructions, distribution of student envelopes, etc.)
(10a)	(10b)	Testing, first part
(11a)	(11b)	Preparation of students for second part
(12a)	(12b)	Testing, second part
(13a)	(13b)	Session for the Student Questionnaire (*If the Student Questionnaire is administered on a different date than the test, write the date)*

14. Were there any special circumstances or unusual events during the session?

[ ] No [ ] Yes, please explain

15. Did students have any particular problems with the testing (for example, tests too difficult, not enough time provided, tiring, confusing)?

[ ] No [ ] Yes, please explain

16. Were there any problems with the testing materials (for example, errors or omissions in the Student Tracking Forms, incorrect test booklet assignments, or insufficient booklets)?

[ ] No [ ] Yes, please explain

17. Did a Quality Control Monitor observe the testing session?

[ ] -No [ ] -Yes

Appendix B

Background Questionnaires

School ID: | | | |

Completion Status: |

School *Questionnaire*

Main Survey 2001

PIRLS

IEA

Progress in International Reading Literacy Study

National Center for Education Statistics
U.S. Department of Education
1990 K Street, N.W., Room 9086
Washington, D.C. 20006-5650

O.M.B. No. 1850-0645, Approval Expires 03/31/2004

School *Questionnaire*

Your school has been selected to participate in the Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating student achievement in reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to school principals who are asked to supply information about their schools. Since your school has been selected as part of a nationwide sample, your responses are very important in helping to describe the education in the United States.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information. It is estimated that it will require approximately 30 minutes to complete this questionnaire.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

When you have completed the questionnaire, please return it to the PIRLS Coordinator in your school.

Thank You.

P I R L S

1

Which of the following grades are found in your school?

*Check **one** circle for each line.*

	Yes	No
a) Third grade	○	○
b) Second grade	○	○
c) First grade	○	○
d) Kindergarten	○	○
e) Second year of preschool	○	○
f) First year of preschool	○	○

2

What is the total enrollment of students in your school as of April 1, 2001?

_____Girls
Write in a number.

_____Boys
Write in a number.

3

What is the total enrollment of <u>fourth-grade</u> students in your school as of April 1, 2001?

_____Girls
Write in a number.

_____Boys
Write in a number.

4

Is your school located in a town or city?

*Check **one** circle only.*

Yes --- ○
No --- ○ **(If No, go to #5)**

If Yes...

a. What is the size of the town or city in which your school is located?

*Check **one** circle only.*

Less than 3,000 people --- ○
3,001 to 100,000 people --- ○
100,001 to 500,000 people --- ○
More than 500,000 people --- ○

5

How would you characterize the area in which your school is located?

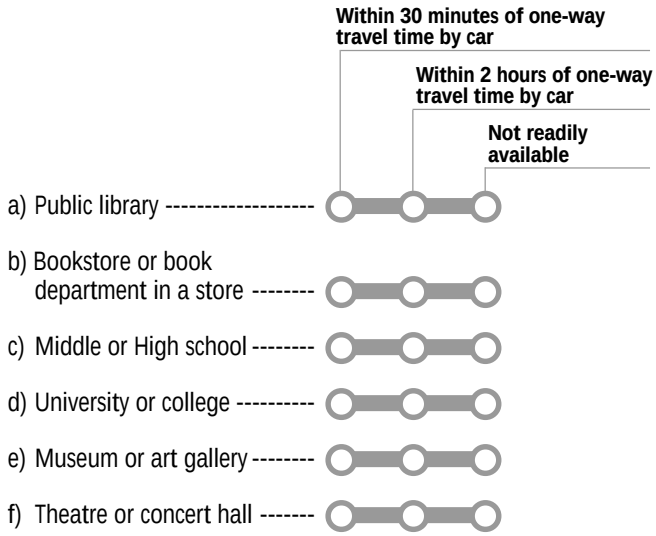
*Check **one** circle only.*

Urban --- ○
Suburban --- ○
Rural --- ○

6

Please indicate how near each of the following is to your school.

*Check **one** circle for each line.*



7

Of the students who were enrolled in your school at the start of the school year, about what percentage is still enrolled?

Exclude students who transferred into the school this year.

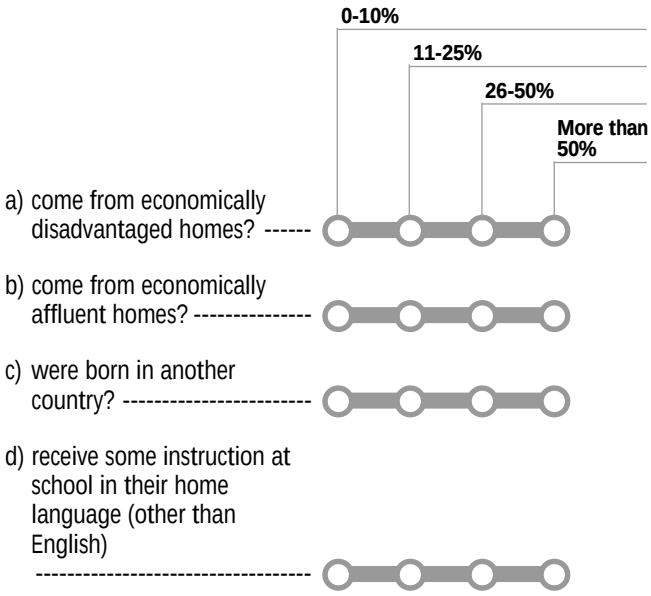
*Check **one** circle only.*

- 98-100%
- 95-97%
- 90-94%
- 80-89%
- Less than 80%

8

Approximately what percentage of students in your school ...

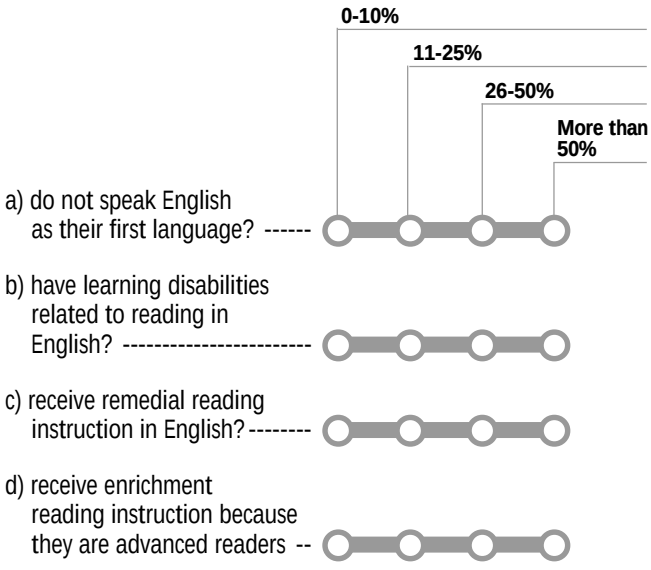
*Check **one** circle for each line.*



9

Approximately what percentage of <u>grade 1 to 4</u> students in your school ...

*Check **one** circle for each line.*



10

Are fourth-grade classes formed on the basis of students' ability (so that all students in a class are about the same ability)?

*Check **one** circle only.*

Yes ---
No ---

11

For the fourth-grade students in your school:

a. How many days per year is your school open for instruction?

_____days

b. What is the total instructional time, excluding breaks, in a typical day?

_____hours and _____minutes

c. In one calendar week, how many days is the school open for instruction?

*Check **one** circle only.*

6 days ---
5 days ---
Other ---

Please specify _____

12

How long do Elementary school students in your school typically stay with the same classroom teacher?

*Check **one** circle only.*

Varies greatly ---
One school year or less ---
Two years ---
Three years ---
Four or more years ---

13

How much influence do the following have on your school's fourth-grade curriculum?

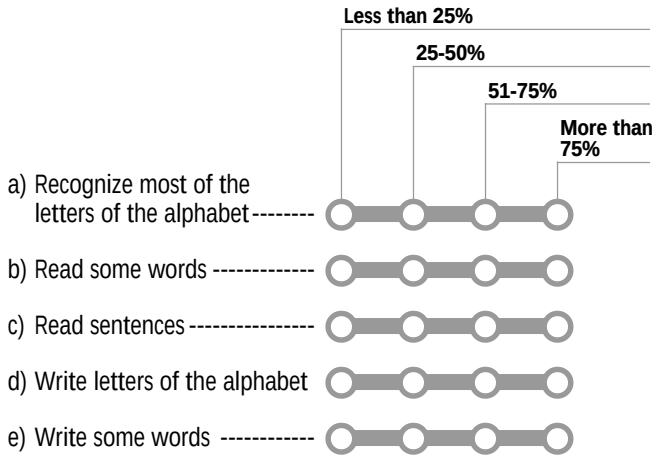
*Check **one** circle for each line.*

	A lot of influence	Some influence	Little or no influence	Not applicable
a) National or regional curriculum				
b) National or regional examinations/assessments of student achievement				
c) Other standardized tests				
d) Parents' wishes				
e) Students' wishes				

14

About how many of the students in your school can do the following when they begin first grade?

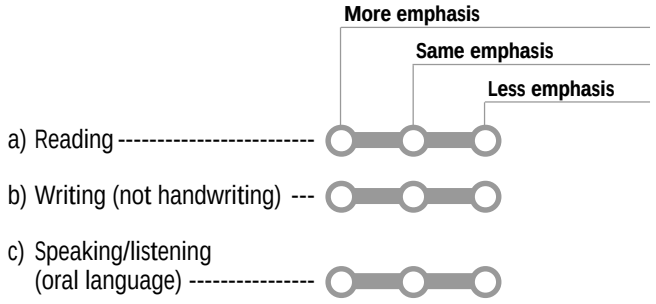
*Check **one** circle for each line.*



15

Compared with other areas of the curriculum, how much emphasis does your school place on teaching the following language and literacy skills to students in grades 1 to 4?

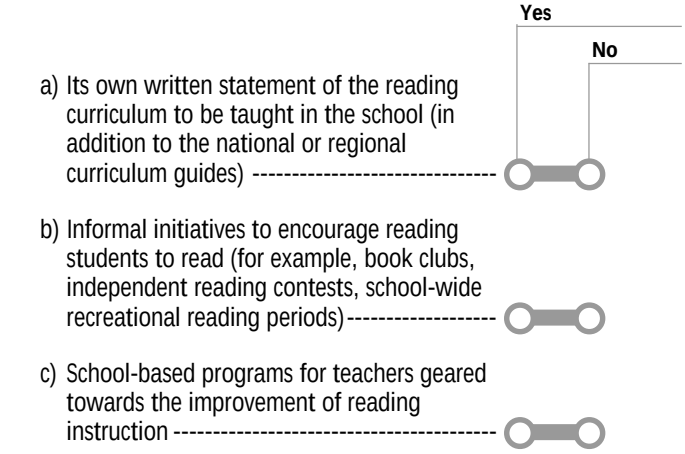
*Check **one** circle for each line.*



16

Does your school have the following?

*Check **one** circle for each line.*



17

Does your school have a policy to coordinate reading instruction across fourth grade and below?

*Check **one** circle only.*

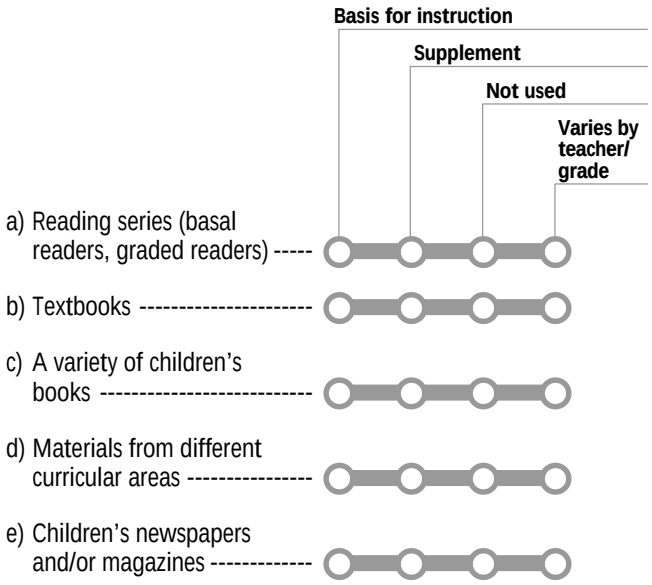
Yes ---

No ---

18

How does your school use the following materials in your reading instructional program for students in fourth grade and below?

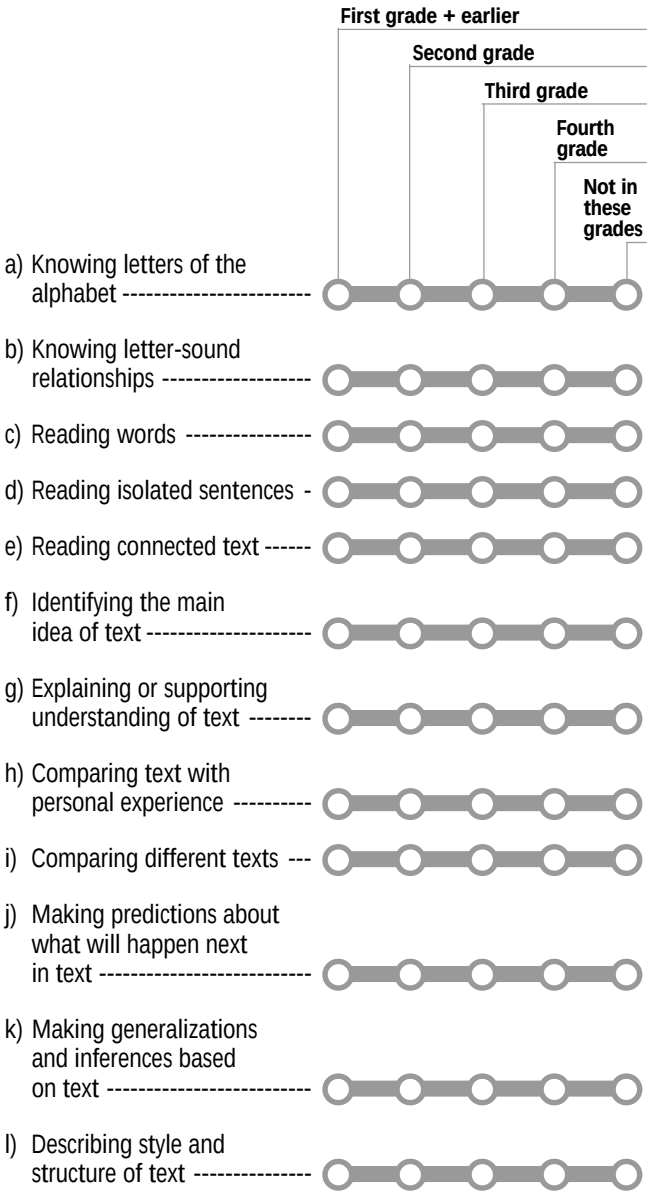
*Check **one** circle for each line.*



19

At which grade do the following reading skills and strategies <u>first</u> receive a <u>major emphasis</u> in instruction in your school?

*Check **one** circle for each line.*



20

Which of these statements best describes how the reading instructional program in your school is implemented for students at different reading levels?

*Check **one** circle only.*

- Students at different reading levels follow the same reading instructional program but at different speeds. -
- All students follow the same reading instructional program at the same speed. ----------
- Students at different reading levels follow different reading instructional programs. ----------

21

Does your school have a library?

*Check **one** circle only.*

- Yes ---
- No --- **(If No, go to #22)**

If Yes,

a. What is the primary way your school library is staffed?

*Check **one** circle only.*

- Full-time librarian ---
- Part-time librarian ---
- Staffed by teachers ---
- Staffed by parents or other volunteers ---

b. <u>Approximately</u> how many books with different titles does your school library have (exclude magazines and periodicals)?

*Check **one** circle only.*

- 250 or fewer ---
- 251-500 ---
- 501-2,000 ---
- 2,001-5,000 ---
- 5,001-10,000 ---
- more than 10,000 ---

c. <u>Approximately</u> how many titles of magazines and other periodicals does your school library have?

*Check **one** circle only.*

- 0 ---
- 1-5 ---
- 6-10 ---
- 11-30 ---
- 31 or more ---

22

How many classrooms in your school have classroom libraries/reading corners?

*Check **one** circle only.*

- All ---
- Most ---
- Some ---
- None ---

23

a. What is the total number of computers that can be used for instructional purposes by fourth-grade students?

_____computers
Write in the number.

If zero (0), go to #24.

b. How many of the computers in #23a (if more than 0) have access to the Internet (e-mail or World Wide Web) for instructional/educational purposes?

*Check **one** circle only.*

- All ---
- Most ---
- Some ---
- None ---

24

How much is your school's capacity to provide instruction affected by a shortage or inadequacy of the following?

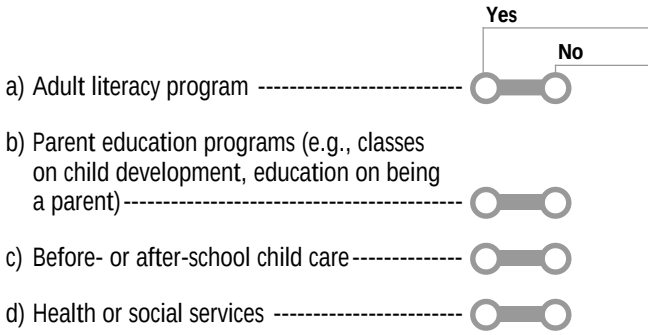
*Check **one** circle for each line.*

	Not at all	A little	Some	A lot
a) Instructional staff				
b) Teachers qualified to teach reading				
c) Instructional materials (e.g., textbooks)				
d) Supplies (e.g., papers, pencils)				
e) School buildings and grounds				
f) Heating/cooling and lighting systems				
g) Instructional space (e.g., classrooms)				
h) Special equipment for physically disabled students				
i) Computers for instructional purposes				
j) Computer software for instructional purposes				
k) Computer support staff				
l) Library books				
m) Audio-visual resources				

25

Are any of the following programs and services available at your school site for the children and families in your school?

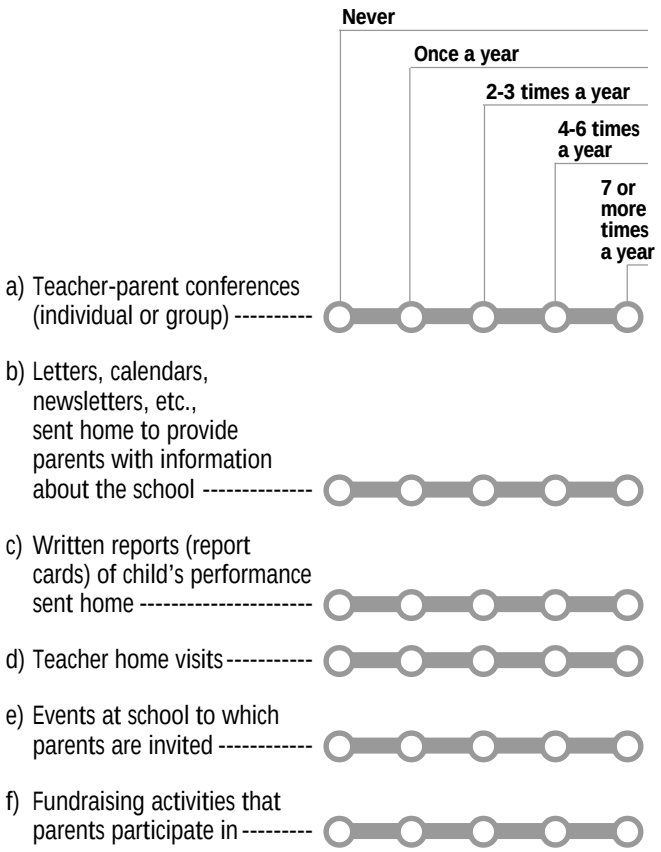
*Check **one** circle for each line.*



26

How often is each of the following provided by your school for fourth-grade students and/or their families?

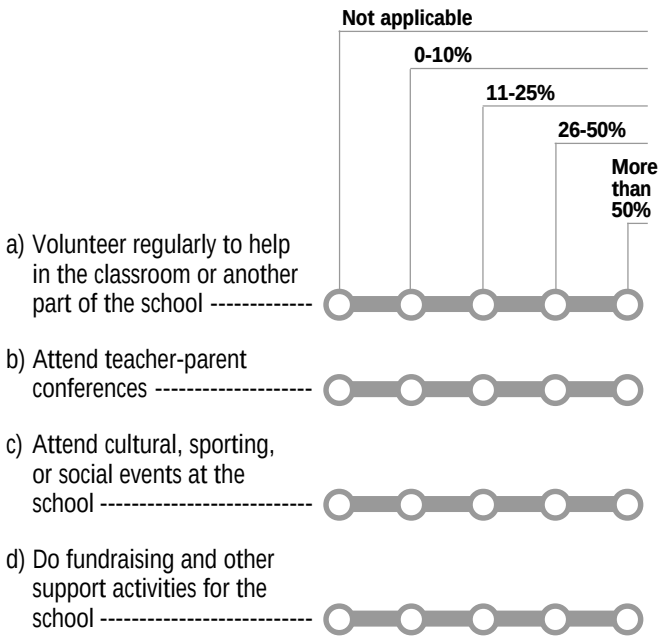
*Check **one** circle for each line.*



27

Approximately what percentage of students in your school have parents or guardians who do each of the following?

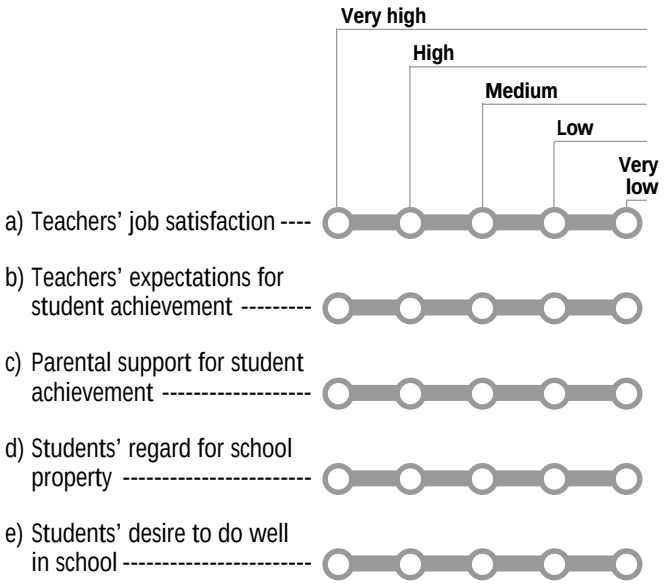
*Check **one** circle for each line.*



28

How would you characterize each of the following within your school?

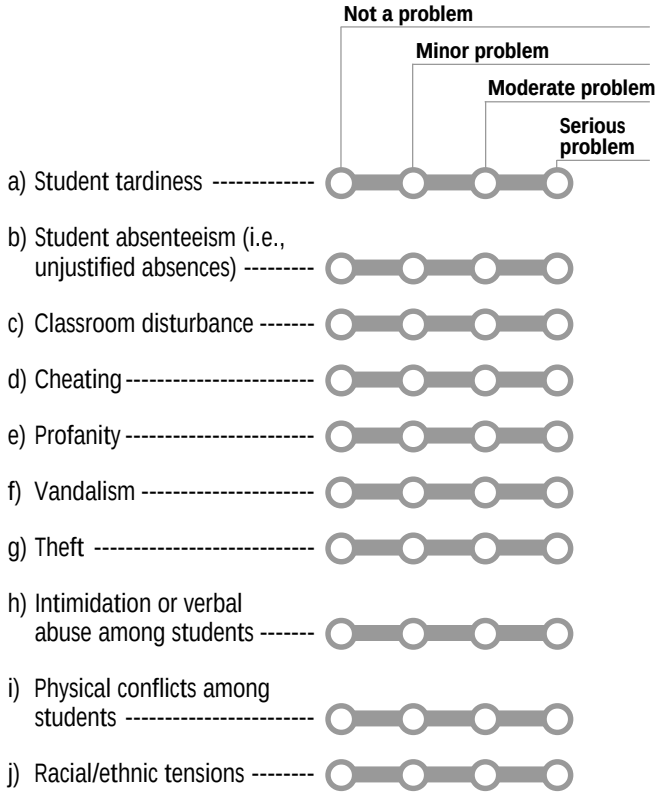
*Check **one** circle for each line.*



29

To what degree is each of the following a problem in your school?

*Check **one** circle for each line.*



30

Does your school have an official policy related to promoting cooperation and collaboration among teachers?

*Check **one** circle only.*

Yes ---
No ---

31

How often do the teachers in your school have formally scheduled time to meet to share or develop instructional materials and approaches?

*Check **one** circle only.*

Every day ---
Two or three times a week ---
Once a week ---
Once a month ---
Less than once a month ---
Never ---

32

As principal of this school, approximately what percentage of your time is devoted to the following activities?

Write a percentage for each.

a) Developing curriculum and pedagogy for your school ---------- _____%

b) Managing staff/staff development ---------- _____%

c) Administrative duties (e.g., hiring, budgeting) ---------- _____%

d) Parent and community relations ---------- _____%

e) Teaching ---------- _____%

f) Other ---------- _____%

Total = 100 %

33

About how long did it take you to complete this questionnaire?

_____minutes
Write in a number.

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.

Notes

PIRLS

School *Questionnaire*

PIRLS Ref. No. 01-0010

International Association for the Evaluation of Educational Achievement (IEA)

PIRLS International Study Center
Boston College

Student ID:

Excluded Code:

Participation Status: Original Makeup

Student *Questionnaire*

Main Survey 2001

PIRLS

IEA
Progress in
International Reading
Literacy Study

National Center for Education Statistics
U.S. Department of Education
1990 K Street, N.W., Room 9086
Washington, D.C. 20006

O.M.B. No. 1850-0645, Approval Expires 03/31/2004

Directions

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Let us take a few minutes to practice the kinds of questions you will answer in this booklet.

Example 1 is one kind of question you will find in this booklet.

Example 1

Do you go to school?

*Fill **one** circle only.*

Yes -- ○

No -- ○

Example 2 is another kind of question you will find in this booklet.

Example 2

How often do you do these things?

*Fill **one** circle for each line.*

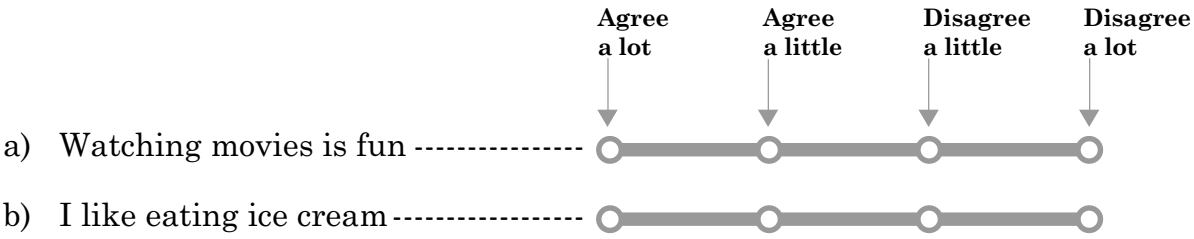
	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I listen to music	○	○	○	○
b) I talk with my friends	○	○	○	○
c) I play sports	○	○	○	○

Example 3 is another kind of question you will find in this booklet.

Example 3

What do you think? Tell how much you agree with these statements.

*Fill **one** circle for each line.*



Read each question carefully, and pick the answer you think is best. Fill in the circle next to or below your answer. If you decide to change your answer, erase your first answer and then fill in the circle next to or under your new answer. Ask for help if you do not understand something or are not sure how to answer.

1

Are you a girl or a boy?

Girl -- ○

Boy -- ○

2

When were you born?

Fill the circle next to the month and year you were born.

a) Month

January -- ○
February -- ○
March -- ○
April -- ○
May -- ○
June -- ○
July -- ○
August -- ○
September -- ○
October -- ○
November -- ○
December -- ○

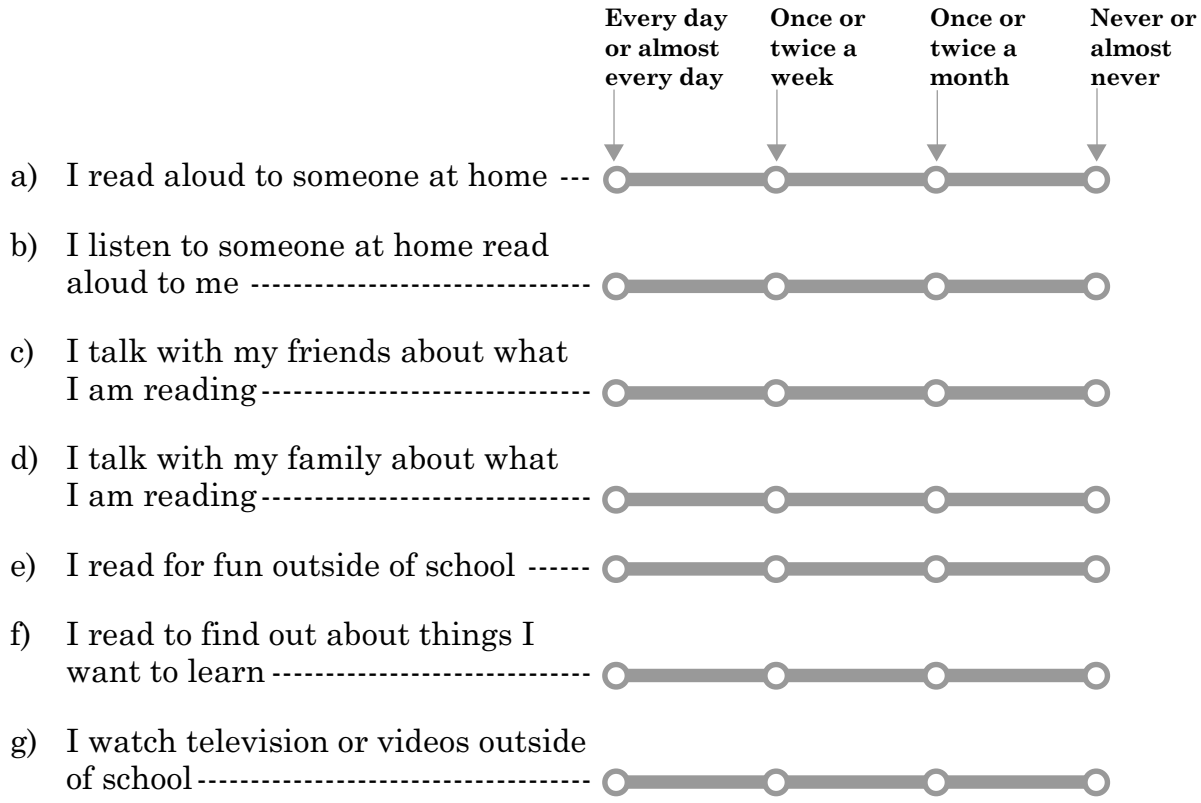
b) Year

1988 -- ○
1989 -- ○
1990 -- ○
1991 -- ○
1992 -- ○
1993 -- ○
1994 -- ○
1995 -- ○
Other -- ○

3

How often do you do these things outside of school?

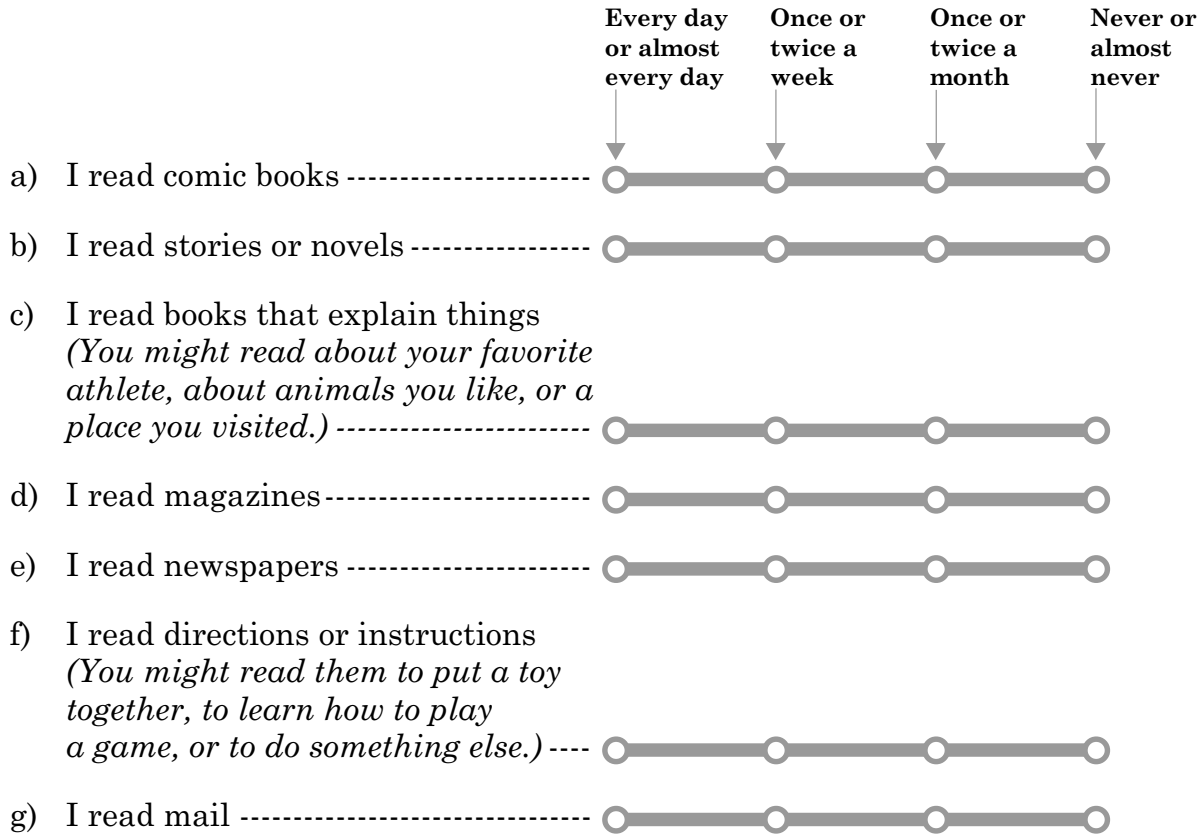
*Fill **one** circle for each line.*



4

How often do you read these things outside of school?

*Fill **one** circle for each line.*



5

How often do you borrow books from your school or local library to read <u>for fun</u>?

*Fill **one** circle only.*

- At least once a week --
- Once or twice a month --
- Never or almost never --

6

About how much time do you spend watching television or videos outside of school on a normal school day?

*Fill **one** circle only.*

- No time --
- Up to 1 hour --
- From 1 hour up to 3 hours --
- From 3 hours up to 5 hours --
- 5 hours or more --

7

In school, how often do these things happen?

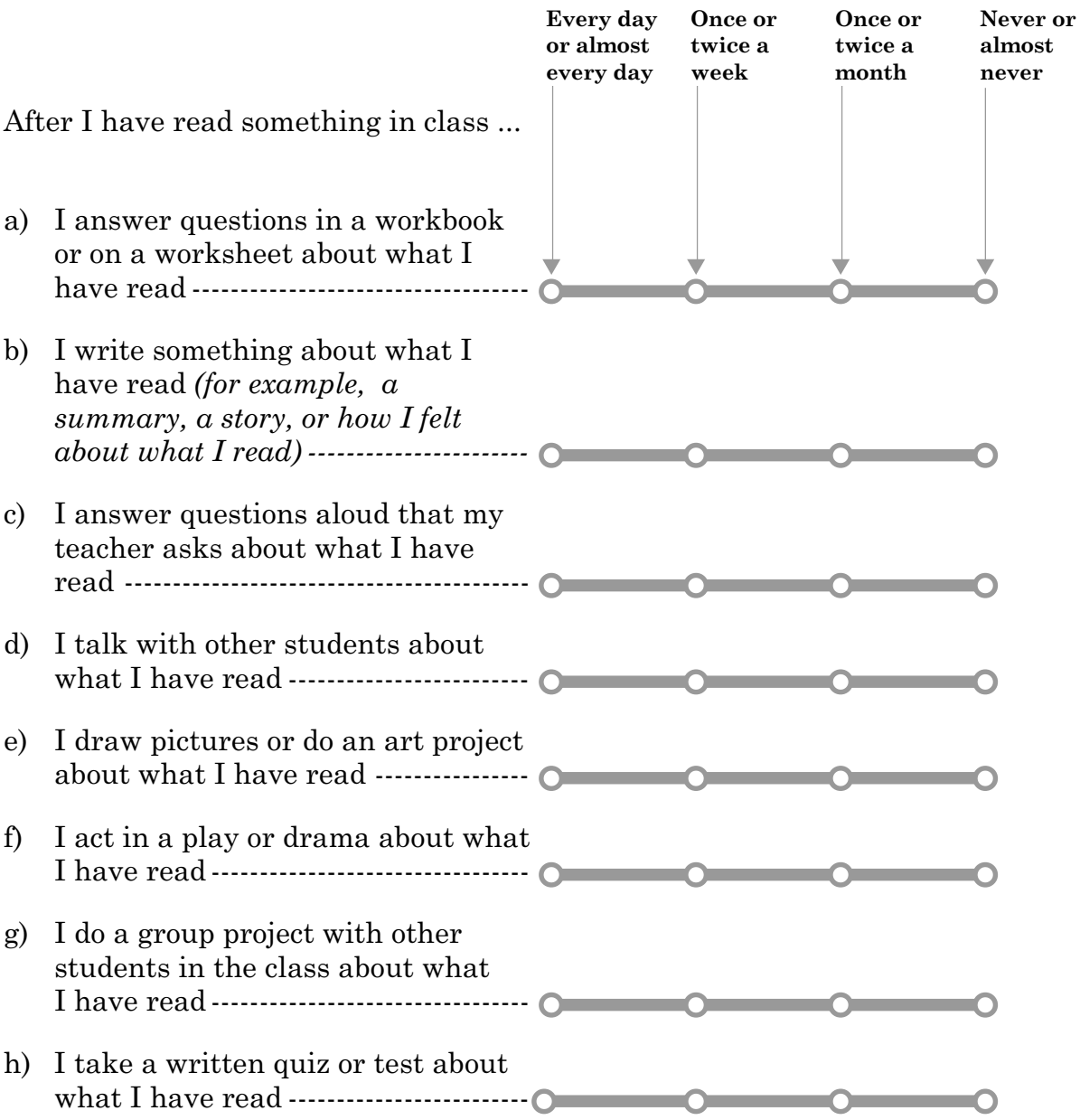
*Fill **one** circle for each line.*

In school ...	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) my teacher reads aloud to the class	○	○	○	○
b) I read aloud to the whole class	○	○	○	○
c) I read aloud to a small group of students in my class	○	○	○	○
d) I read silently on my own	○	○	○	○
e) I read along silently while other students read aloud	○	○	○	○
f) I read books that I choose myself	○	○	○	○

8

After you have read something in class, how often do you do these things?

*Fill **one** circle for each line.*



9

How often does your teacher give you reading to do for homework (for any subject)?

*Fill **one** circle only.*

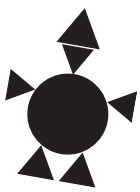
- I never have reading to do for homework --
- Less than once a week --
- 1 or 2 times a week --
- 3 or 4 times a week --
- Every day --

10

On days when you have reading to do for homework (for any subject), how much time do you spend on this reading?

*Fill **one** circle only.*

- I never have reading to do for homework --
- Half hour or less --
- Between a half hour and 1 hour --
- 1 hour or more --



11

Do you ever use a computer?

(Do not include Nintendo®, GameBoy®, or other TV/video game computers.)

Yes -- No --

(If No, go to #12)

If Yes...

11a. How often do you use a computer in each of these places?

*Fill **one** circle for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I use a computer at home	○	○	○	○
b) I use a computer at school	○	○	○	○
c) I use a computer at some other place	○	○	○	○

11b. How often do you do these things with a computer?

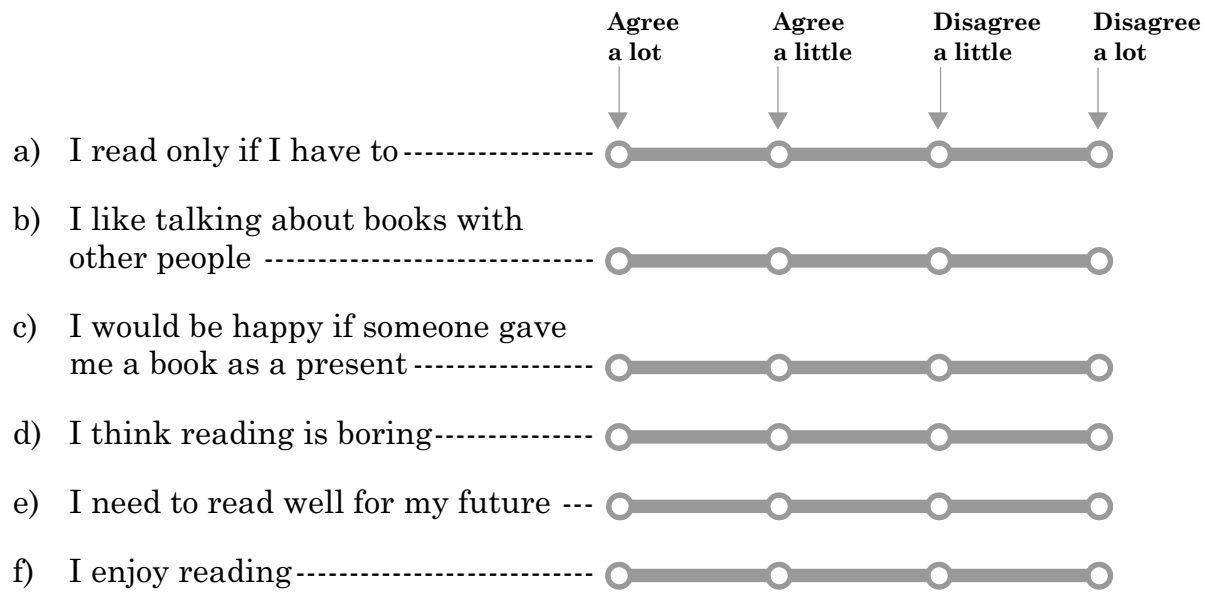
*Fill **one** circle for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) I play computer games	○	○	○	○
b) I use the computer to write reports or stories	○	○	○	○
c) I use the computer to look up information (Internet, CD-ROM)	○	○	○	○
d) I send and read e-mails	○	○	○	○

12

What do you think about reading? Tell how much you agree with each of these statements.

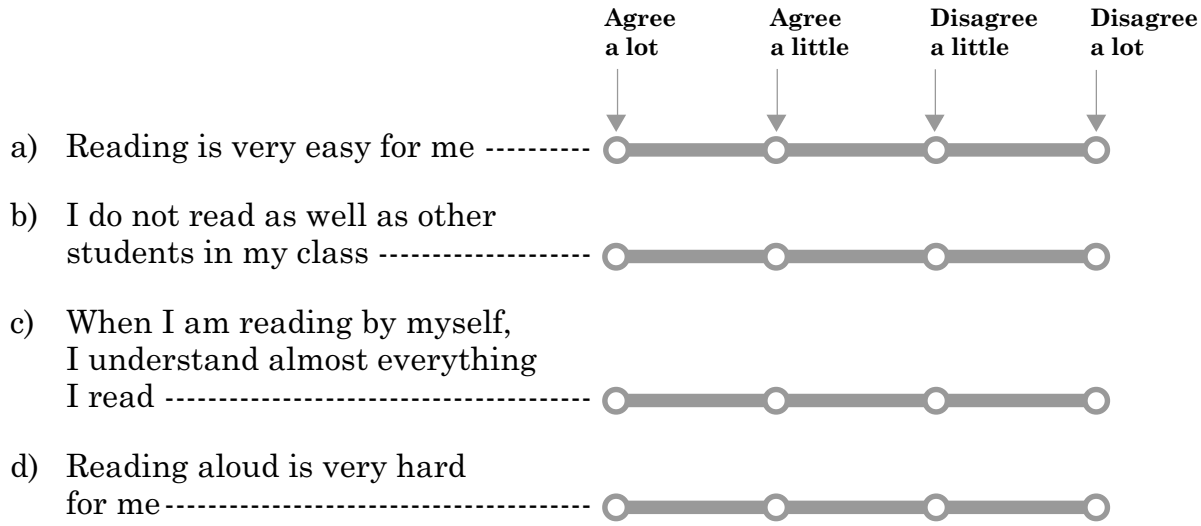
*Fill **one** circle for each line.*



13

How well do you read? Tell how much you agree with each of these statements.

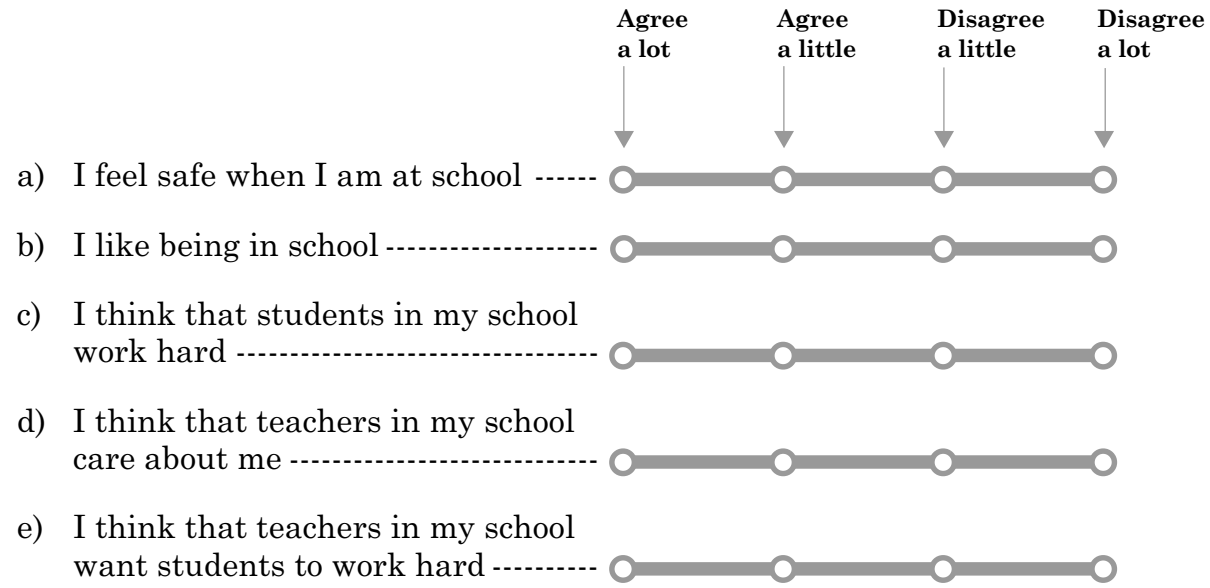
*Fill **one** circle for each line.*



14

What do you think about your school? Tell how much you agree with these statements.

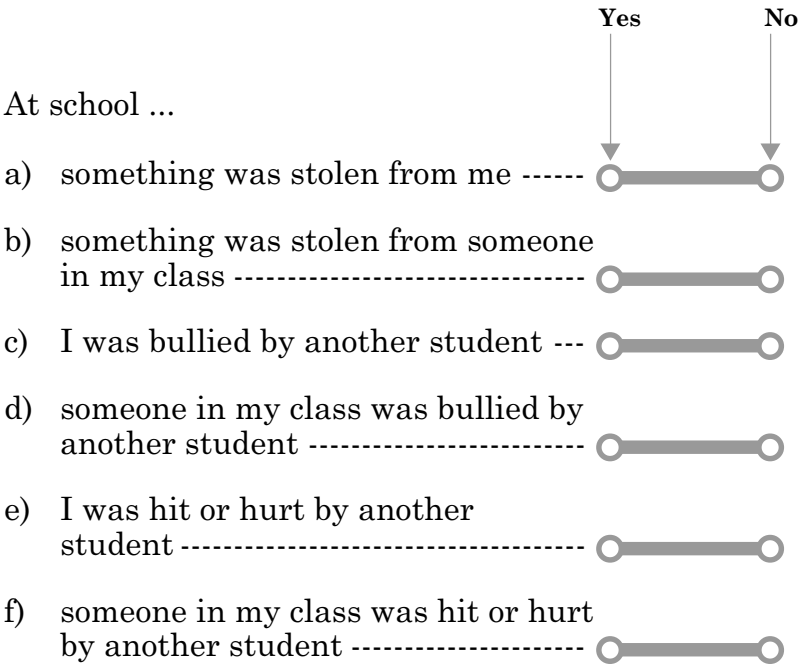
*Fill **one** circle for each line.*



15

Did any of these things happen at school during the last month (as far as you know)?

*Fill **one** circle for each line.*



16

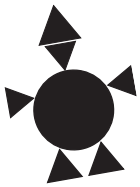
Which languages did you learn to speak when you were little?

If you learned more than one language at the same time when you were little you can check "Yes" for more than one language.

	Yes	No
a) English	○	○
b) Spanish	○	○
c) Vietnamese	○	○
d) Chinese	○	○
e) A Filipino language	○	○
f) Other	○	○

_____

Please write in the name of the language.



17

How often do you speak English at home?

*Fill **one** circle only.*

Always or Almost Always -- ○

Sometimes -- ○

Never -- ○

18

How often do you speak English with <u>adults</u> living in your home?

*Fill **one** circle only.*

Always or Almost Always -- ○

Sometimes -- ○

Never -- ○

19

About how many books are there in your home?

(Do not count magazines, newspapers, or your school books.)

*Fill **one** circle only.*

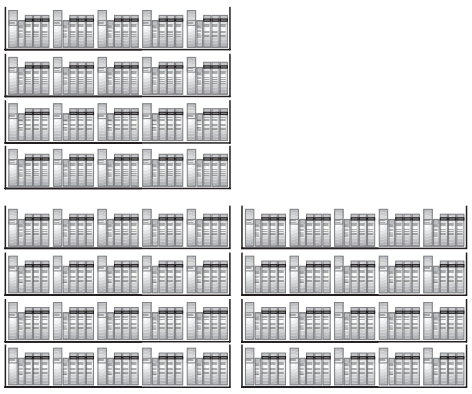
None or very few (0-10 books) -- ○ This shows 10 books

Enough to fill one shelf (11-25 books) -- ○ This shows 25 books

Enough to fill one bookcase (26-100 books) -- ○ This shows 100 books

Enough to fill two bookcases (101-200 books) -- ○ This shows 200 books

Enough to fill three or more bookcases (more than 200) -- ○ This shows more than 200 books

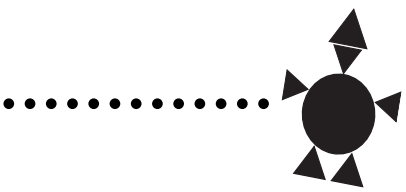


20

Do you have any of these things at your home?

*Fill **one** circle for each line.*

	Yes	No
a) Computer (do not include Nintendo®, Gameboy®, or other TV/video game computers)	○	○
b) Study desk/table for your use	○	○
c) Books of your very own (do not count your school books)	○	○
d) Daily newspaper	○	○
e) Recreational vehicle (e.g camper, motor home, etc).	○	○
f) Stereo system with compact disc (CD) player	○	○
g) Telephone answering machine	○	○
h) Video camera (camcorder)	○	○
i) More than one automobile	○	○
j) More than one bathroom	○	○
k) Cellular phone	○	○
l) A room of your own	○	○



21

Altogether, how many people live in your home?

(Do not forget to include yourself.)

*Fill **one** circle only.*

2 -- ○

3 -- ○

4 -- ○

5 -- ○

6 -- ○

7 -- ○

8 -- ○

9 -- ○

10 -- ○

More than 10 -- ○

22

How many children live in your home?

(Do not forget to include yourself.)

*Fill **one** circle only.*

1 -- ○

2 -- ○

3 -- ○

4 -- ○

5 -- ○

6 -- ○

7 -- ○

8 -- ○

9 -- ○

10 -- ○

More than 10 -- ○

23

Were you born in the United States ?

*Fill **one** circle only.*

Yes -- ○ → *(If Yes, go to #24)*

No -- ○ ↓

If No...

23a. How old were you when you came to the United States?

*Fill **one** circle only.*

10 years old or older -- ○

9 years old -- ○

8 years old -- ○

7 years old -- ○

6 years old -- ○

5 years old -- ○

4 years old -- ○

3 years old -- ○

2 years old -- ○

1 year old or younger -- ○

24

Was your mother born in the United States?

*Fill **one** circle only.*

Yes -- ○

No -- ○

I do not know -- ○

25

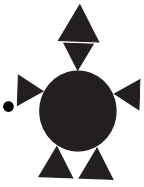
Was your father born in the United States?

*Fill **one** circle only.*

Yes -- ○

No -- ○

I do not know -- ○



26

What is your race or ethnicity?

*Fill **one** or more circles.*

a) White (not Hispanic) ○

b) Black (not Hispanic) ○

c) Hispanic ("Hispanic" means someone who is from a Mexicano, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish or Hispanic background.) ○

d) Asian ("Asian" means someone who is from a Chinese, Japanese, Vietnamese, or other Asian background) ○

e) Pacific Islander ("Pacific Islander means someone who is from a Filipino, Hawaiian, or other Pacific Island background) ○

f) American Indian or Alaskan Native ("American Indian or Alaskan Native" means someone who is from one of the American Indian tribes, or one of the original people of Alaska.) ○

27

How far in school did your mother and father go?

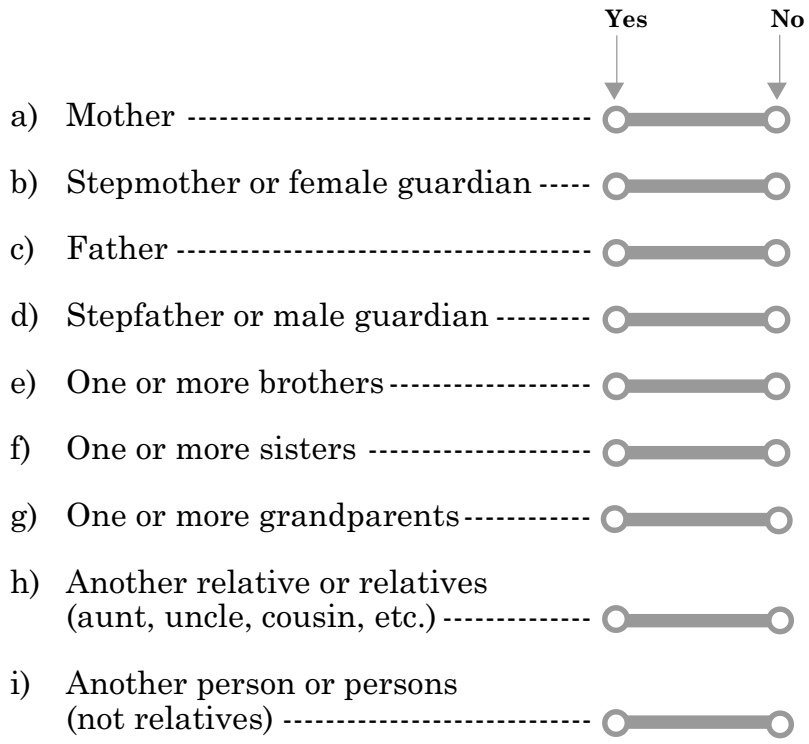
For both mother and father fill one circle.

	Mother	***Father***
a) Some elementary school, or did not go to school	○	○
b) Finished elementary school	○	○
c) Some high school	○	○
d) Finished high school	○	○
e) Some vocational/technical education after high school	○	○
f) Some college	○	○
g) Finished college	○	○
h) I don't know	○	○

28

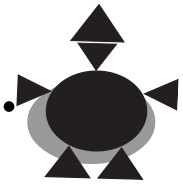
Does each of these people live at home with you most or all of the time?

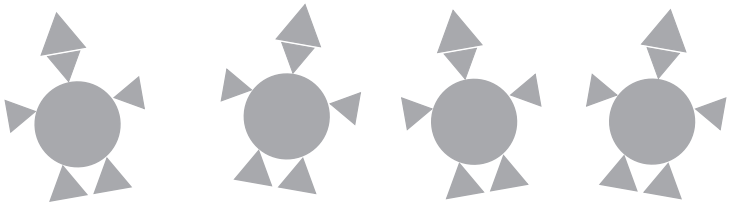
*Fill **one** circle for each line.*



Thank You!

Thank you for filling out the questionnaire!





Student *Questionnaire*

PIRLS

PIRLS Ref. No. 01-0008

International Association for the Evaluation of Educational Achievement (IEA)

PIRLS International Study Center
Boston College

Teacher ID: ☐☐☐☐☐ Link #: ☐☐

Completion Status: ☐

Class Name:_____

Teacher *Questionnaire*

Main Survey 2001

PIRLS

IEA

Progress in International Reading Literacy Study

National Center for Education Statistics
U.S. Department of Education
1990 K Street, N.W., Room 9086
Washington, D.C. 20006-5650

O.M.B. No. 1850-0645, Approval Expires 03/31/2004

Teacher *Questionnaire*

Your school has agreed to participate in the IEA Progress in International Reading Literacy Study (PIRLS), an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating children's reading literacy in about 40 countries around the world. It is designed to measure and interpret differences in national education systems in order to help improve the teaching and learning of reading worldwide.

This questionnaire is addressed to teachers of fourth-grade students, who are asked to supply information about their academic and professional backgrounds, classroom resources, and the instructional materials and activities used to teach reading and promote the development of students' reading skills and strategies. Since your class has been selected as part of a nationwide sample, your responses are very important in helping to describe reading education in the United States.

Some of the questions in this questionnaire refer to "this class." This is the class which is identified on the front of this booklet, and which will be tested as part of PIRLS in your school.

Since PIRLS is an international study and all countries are using the same questionnaire, you may find that some of the questions seem unusual or are not entirely relevant to you or schools in the United States. Nevertheless, it is important that you do your best to answer all of the questions so comparisons can be made across countries in the study.

It is estimated that it will require approximately 30 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your cooperation and your contribution.

When you have completed the questionnaire, please return it to the PIRLS Coordinator in your school.

Thank You.

PIRLS

1

a. How many students are in this class?

_____students
Write in a number.

b. How many of the students in #1a are in fourth grade?

_____fourth-grade students
Write in a number.

4

a. How many students <u>need</u> remedial instruction in <u>reading</u>?

_____fourth-grade students in this class
Write in a number.

b. How many of the students in #4a <u>receive</u> remedial instruction in <u>reading</u>?

_____students
Write in a number.

Questions 2-5 ask about the <u>fourth-grade</u> students in this class.

2

According to your experience, how would you describe the <u>reading</u> level of the fourth-grade students in this class?

*Check **one** circle only.*

- Most are above average --- ○
- Most are average --- ○
- Most are below average --- ○
- Reading level varies greatly --- ○

3

How many students experience difficulties understanding <u>spoken</u> English?

_____fourth-grade students in this class
Write in a number.

5

How many students receive enrichment reading instruction because they are advanced readers?

_____fourth-grade students in this class
Write in a number.

Questions 6-7 ask about English language instruction for the <u>fourth-grade</u> students in this class.

6

Which of these best describes how you teach English to the fourth-grade students in this class?

This refers to language instruction or activities to foster reading, writing, speaking, literature, and other language skills.

*Check **one** circle only.*

- I usually do language activities or instruction as part of instruction in different curriculum areas. ○
- I usually do language activities or instruction as a separate subject. ○
- I do both of the above about equally. ○

7

a. In a typical week, how much time do you spend on English language instruction and/or activities with the students?

Include instruction or activities in reading, writing, speaking, literature, and other language skills.

_____hours and _____minutes per week

Write in the hours and minutes.

b. How often do you assign English language activities for <u>homework</u>?

*Check **one** circle only.*

- I do not assign homework --- ○ **(Go to #8)**
- Less than once a week --- ○
- 1 or 2 times a week --- ○
- 3 or 4 times a week --- ○
- Every day --- ○

c. In general, how much time do you expect students to spend on English language homework each time you assign it?

*Check **one** circle only.*

- Half-hour or less --- ○
- Between a half-hour and 1 hour --- ○
- 1 hour or more --- ○

Questions 8-21 ask about reading instruction for the <u>fourth-grade</u> students in this class.

8

Which of these best describes how you teach <u>reading</u> to the fourth-grade students in this class?

*Check **one** circle only.*

- I usually do reading activities or instruction as part of instruction in different curriculum areas. ---------
- I usually do reading activities or instruction as a separate subject. ----------
- I do both of the above about equally. ----------

9

a. Regardless of whether or not you have formally-scheduled time for reading instruction, in a typical week about how much time do you spend on <u>reading</u> instruction and/or activities with the students?

Include things you do across curriculum areas and during formally-scheduled time for reading instruction.

_____hours and _____minutes per week
Write in the hours and minutes.

b. Is any of the time in #9a explicitly for formal reading instruction designed to develop or enhance reading comprehension skills?

*Check **one** circle only.*

- Yes ---
- No --- **(If No, go to #10)**

If Yes...

c. How much time is explicitly for formal reading instruction?

_____hours and _____minutes per week
Write in the hours and minutes.

10

How often do you have reading instruction and/or do reading activities with the students?

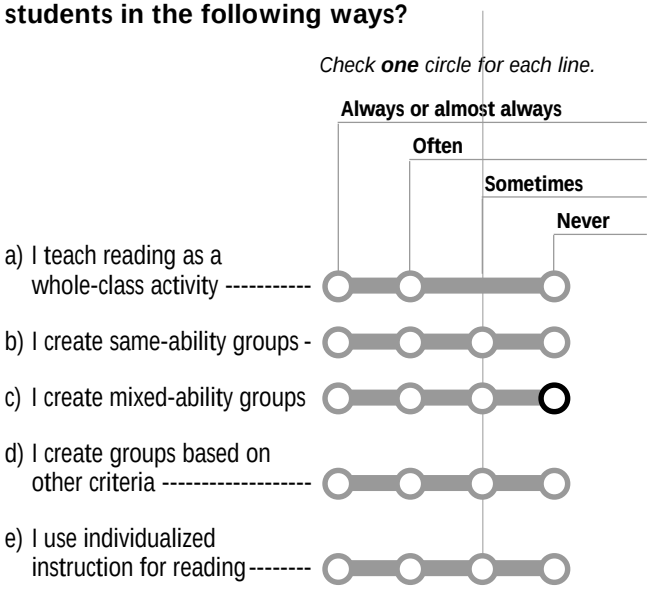
*Check **one** circle only.*

- Every day ---
- Three or four days a week ---
- Fewer than three days a week ---

11

When you have reading instruction and/or do reading activities, how often do you organize students in the following ways?

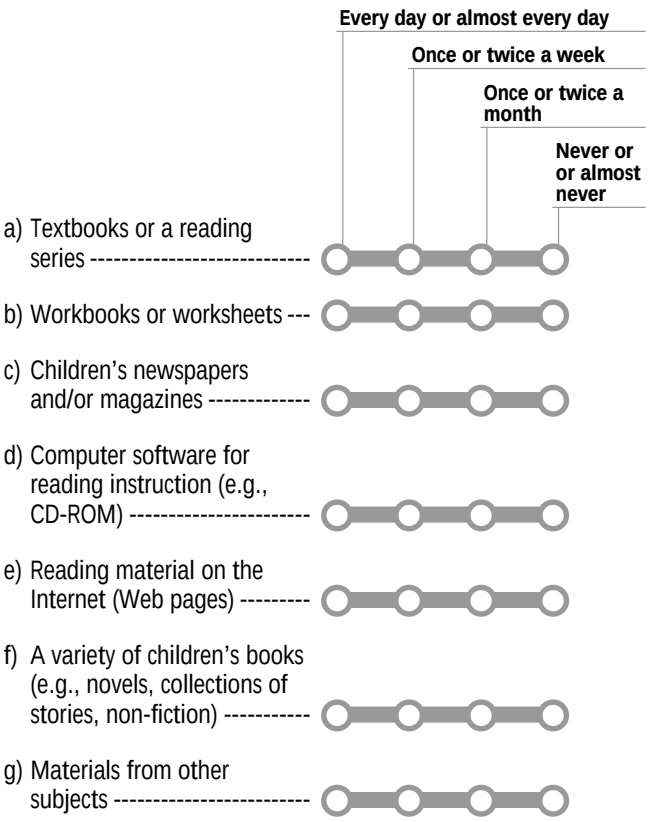
*Check **one** circle for each line.*



12

When you have reading instruction and/or do reading activities with the students, how often do you use the following resources?

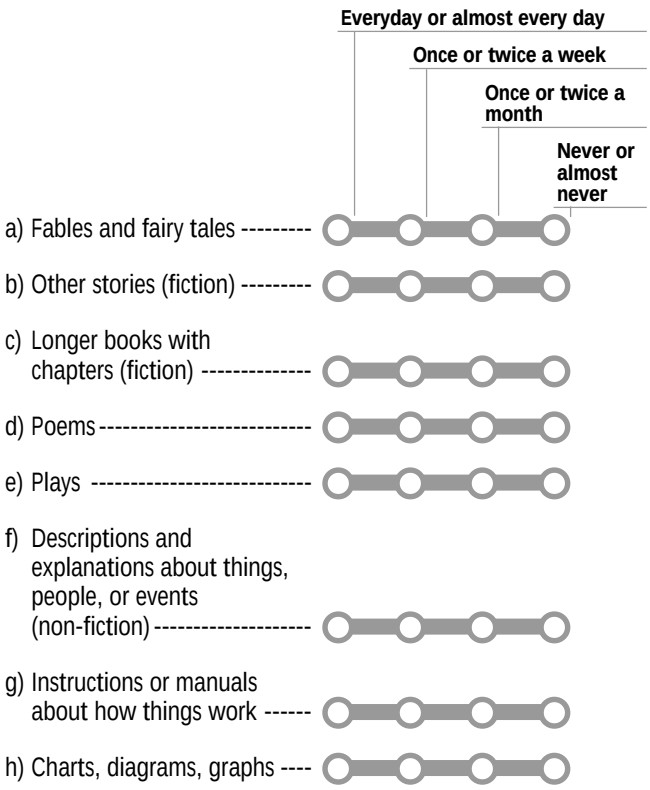
*Check **one** circle for each line.*



13

When you have reading instruction and/or do reading activities with the students, how often do you have them read the following types of text?

*Check **one** circle for each line.*



14

Which of these best describes how you use reading instructional materials for students at different reading levels?

*Check **one** circle only.*

- I use the same materials with all students because all students are at the same reading level ○
- I use the same materials with students at different reading levels, but have the students work at different speeds ○
- I use the same materials with all students regardless of reading level and have students work at the same speed ○
- I use different materials with students at different reading levels ○

15

When you have reading instruction and/or do reading activities with the students, how often do you do the following?

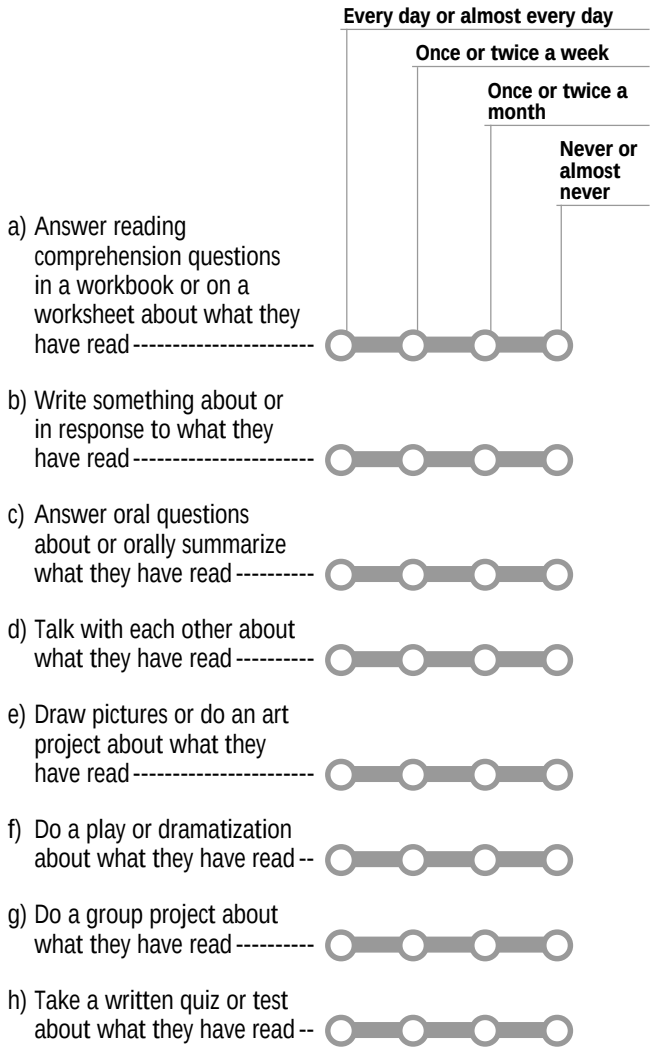
*Check **one** circle for each line.*

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
a) Read aloud to the class	○	○	○	○
b) Ask students to read aloud to the whole class	○	○	○	○
c) Ask students to read aloud in small groups or pairs	○	○	○	○
d) Ask students to read silently on their own	○	○	○	○
e) Ask students to read along silently while other students read aloud	○	○	○	○
f) Give students time to read books of their own choosing	○	○	○	○
g) Teach or model for students different reading strategies (for example, skimming/ scanning, self-monitoring)	○	○	○	○
h) Teach students strategies for decoding sounds and words	○	○	○	○
i) Teach students new vocabulary systematically	○	○	○	○
j) Help students understand new vocabulary in texts they are reading	○	○	○	○

16

After students have read something, how often do you ask them to do the following?

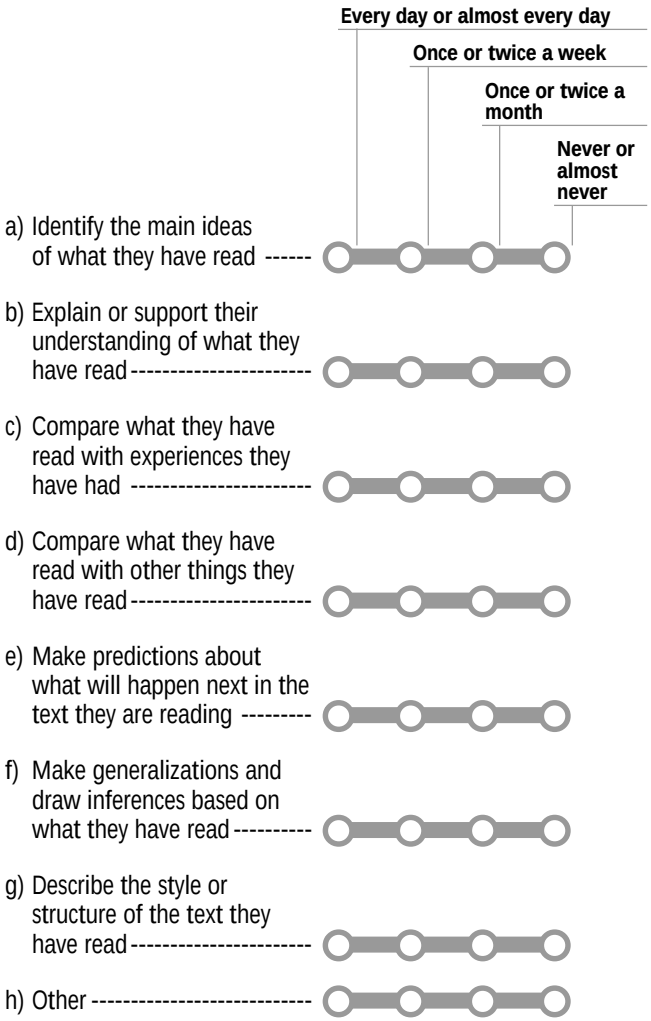
*Check **one** circle for each line.*



17

How often do you ask the students to do the following things to help <u>develop</u> <u>reading comprehension</u> <u>skills</u> <u>or</u> <u>strategies</u>?

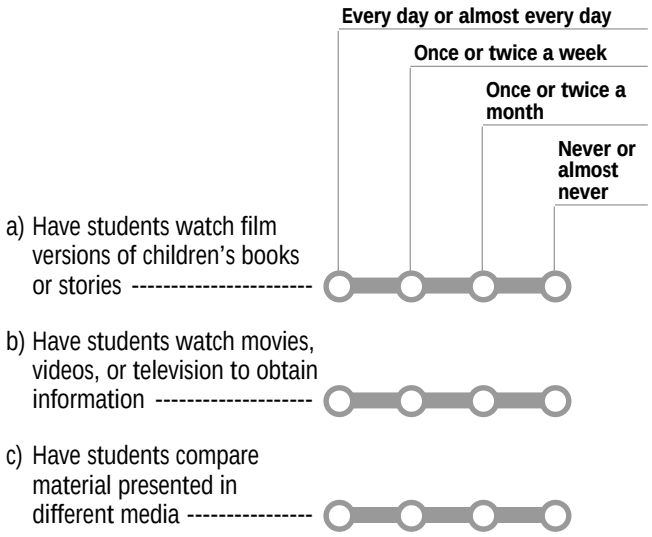
*Check **one** circle for each line.*



18

How often do you do the following as part of reading instruction?

*Check **one** circle for each line.*



19

Are computers available for use by your class?

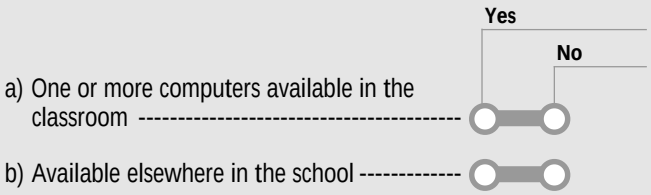
Yes ---

No --- **(If No, go to #20)**

If Yes,

a. Where are computers available for use by your class?

*Check **one** circle for each line.*



b. Do any of the computers have access to the Internet (e-mail or World Wide Web)?

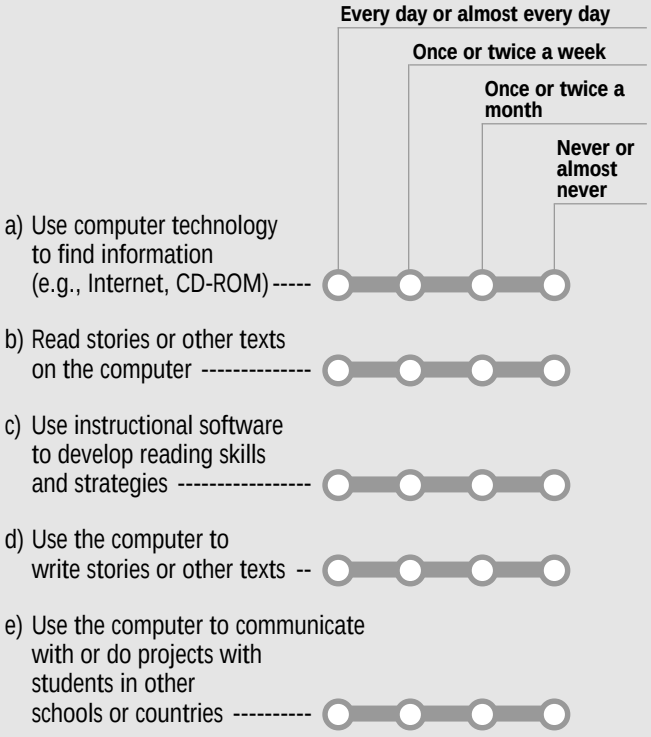
*Check **one** circle only.*

Yes ---

No ---

c. How often do you have students do the following computer activities?

*Check **one** circle for each line.*



20

Do you have a library or reading corner in your classroom?

*Check **one** circle only.*

- Yes ---
- No --- → **(If No, go to #21)**

If Yes,

a. About how many books and magazines with different titles are in your classroom library?

_____different titles of books
Write in a number.

_____different titles of magazines
Write in a number.

b. How often do you give the students in your class time to use the classroom library or reading corner?

*Check **one** circle only.*

- Every day or almost every day --
- Once or twice a week ---
- Once or twice a month ---
- Never or almost never ---

c. Can the students borrow books from the classroom library or reading corner to take home?

*Check **one** circle only.*

- Yes ---
- No ---

21

How often do you take or send the students to the school library?

*Check **one** circle only.*

- This school does not have a library ---
- Every day or almost every day --
- Once or twice a week ---
- Once or twice a month ---
- Never or almost never ---

Questions 22-23 ask about homework for the fourth-grade students in this class.

22

How often do you assign reading as part of homework (for any subject)?

*Check **one** circle only.*

- I do not assign reading for homework --- ○ **(Go to #24)**
- Less than once a week --- ○
- 1 or 2 times a week --- ○
- 3 or 4 times a week --- ○
- Every day --- ○

23

In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

*Check **one** circle only.*

- 30 minutes or less --- ○
- 31-60 minutes --- ○
- more than 60 minutes --- ○

Questions 24-25 ask about how you deal with reading difficulties of fourth-grade students in this class.

24

Are the following resources available to you to deal with students who have difficulty with reading?

*Check **one** circle for each line.*

	Always	Sometimes	Never
a) A reading specialist is available to work in my classroom with those students	○	○	○
b) A reading specialist is available to work in a remedial reading classroom with those students	○	○	○
c) A teacher-aide or other adult is available to work in my classroom with those students	○	○	○
d) Other professionals (e.g., learning specialist, speech therapist) are available to work with those students	○	○	○

25

What do you usually do if a student begins to fall behind in reading?

*Check **one** circle for each line.*

	Yes	No
a) I wait to see if performance improves with maturation	○	○
b) I spend more time working on reading individually with that student	○	○
c) I have other students work on reading with the student having difficulty	○	○
d) I have the student work in the regular classroom with a teacher-aide	○	○
e) I have the student work in the regular classroom with a reading specialist	○	○
f) I have the student work in a remedial reading classroom with a reading specialist	○	○
g) Other	○	○

Questions 26-28 ask about assessment for the <u>fourth-grade</u> students in this class.

26

How much emphasis do you place on the following sources to monitor students' progress in reading?

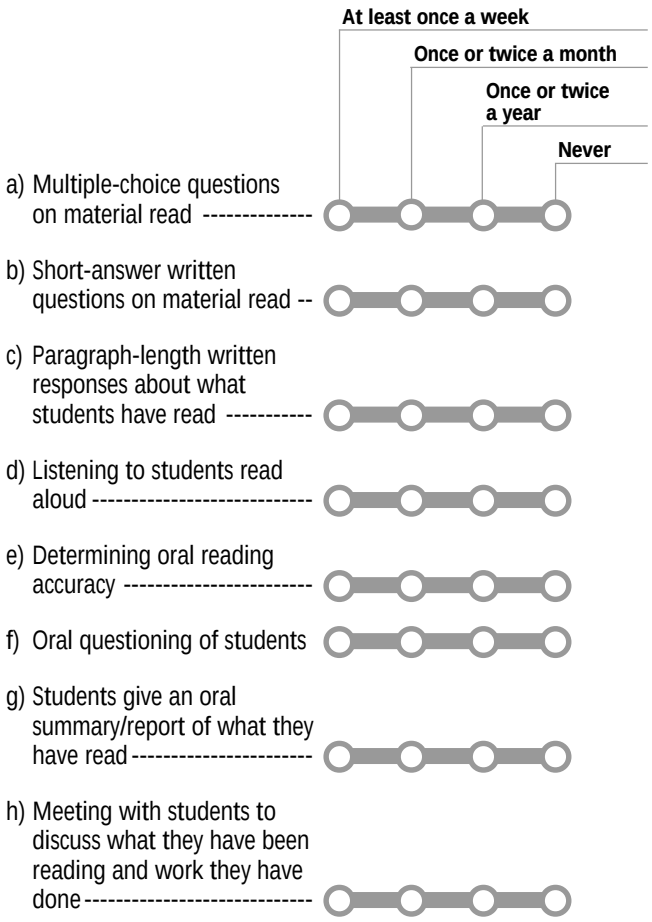
*Check **one** circle for each line.*

	Major emphasis	Some emphasis	Little or no emphasis
a) Diagnostic tests	○	○	○
b) Classroom tests (for example, teacher-made or textbook tests)	○	○	○
c) National or regional examinations	○	○	○
d) Standardized tests (commercial tests)	○	○	○
e) Your professional opinion	○	○	○

27

How often do you use each of the following to assess students' performance in reading?

*Check **one** circle for each line.*



28

How much are portfolios (collection of samples of students' work, a reading log, etc.) a part of your assessment of students' progress in <u>reading</u>?

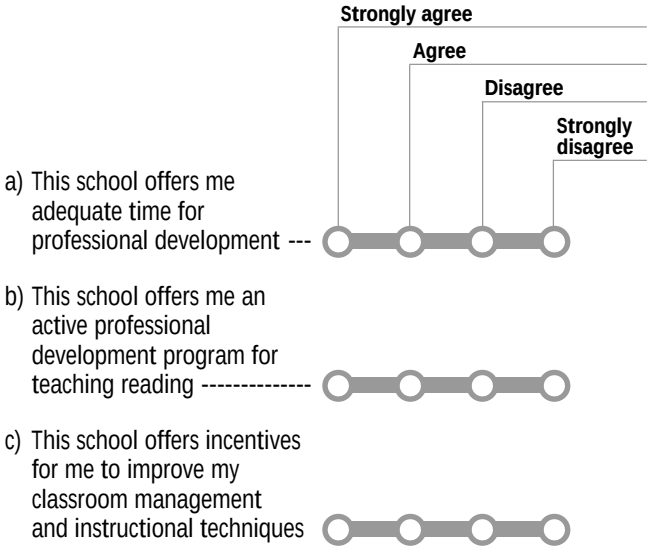
*Check **one** circle only.*

- Major source ○
- Supplementary source ○
- Do not use at all ○

29

Indicate the extent to which you agree or disagree with the following statements about professional development opportunities at your school.

*Check **one** circle for each line.*



30

About how often do you have meetings with other teachers to discuss and plan <u>reading</u> curriculum or teaching approaches?

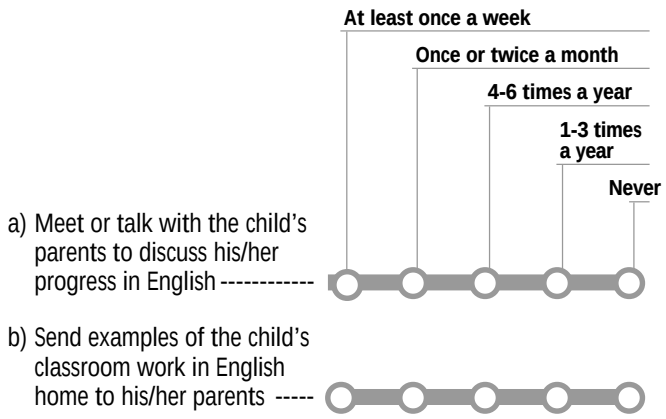
*Check **one** circle only.*

- Every day ○
- Two or three times a week ○
- Once a week ○
- Once a month ○
- Every other month ○
- Once or twice a year ○
- Never ○

31

For the typical fourth-grade student in this class, how often do you do these things?

*Check **one** circle for each line.*



32

About how many fourth-grade students in this class do you expect will grow up to be good readers?

*Check **one** circle only.*

- All or almost all ---
- More than half ---
- About half ---
- Less than half ---
- None or very few ---

33

By the end of this school year, how many years will you have been teaching altogether?

_____

*Please **round** to the nearest whole number.*

34

By the end of this school year, how many years in total will you have been teaching fourth grade?

_____

*Please **round** to the nearest whole number.*

35

How old are you?

*Check **one** circle only.*

- Under 25 ---
- 25-29 ---
- 30-39 ---
- 40-49 ---
- 50-59 ---
- 60 or more ---

36

Are you female or male?

Female ---

Male ---

37

What is the highest level of formal education you have completed?

*Check **one** circle only.*

Did not complete High School --

High School ---

Some vocational/technical education after high school ---

College or University or higher -

38

Do you have a teaching certificate?

*Check **one** circle only.*

Yes ---

No ---

39

As part of your formal education and/or training, to what extent did you study the following areas?

*Check **one** circle for each line.*

	Not at all	Overview or introduction to topic	It was an area of emphasis
a) English language			
b) Literature			
c) Pedagogy/teaching reading			
d) Psychology			
e) Remedial reading			
f) Reading theory			
g) Children's language development			
h) Special education			
i) Other			

40

In the past two years, how many hours in total have you spent in in-service/professional development workshops or seminars that dealt directly with reading or teaching reading (e.g., reading theory, instructional methods)?

*Check **one** circle only.*

None ---

Less than 6 hours ---

6-15 hours ---

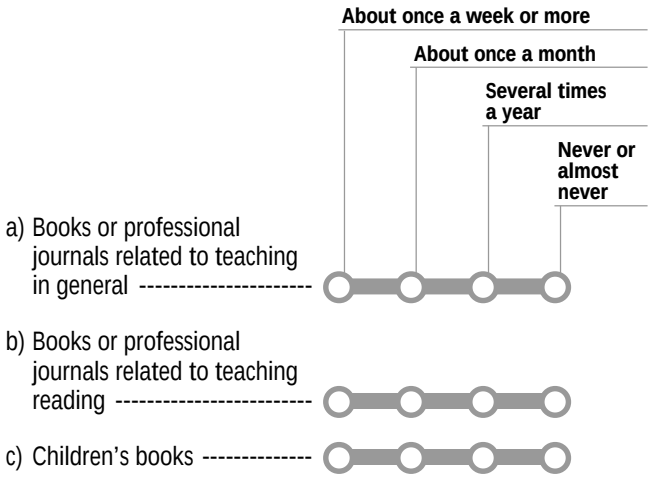
16-35 hours ---

More than 35 hours ---

41

For your professional development, about how often do you read each of the following?

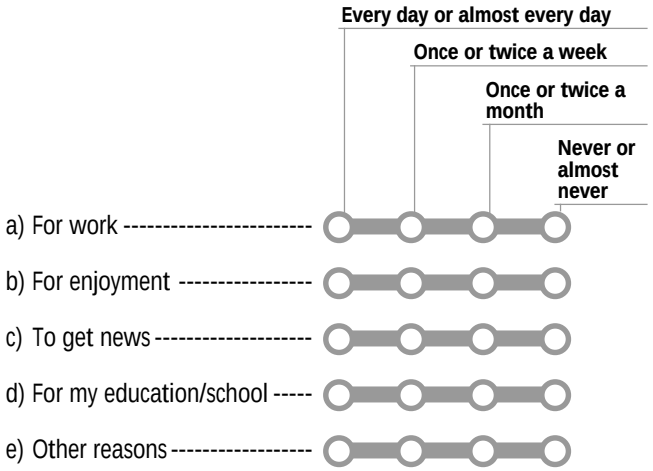
*Check **one** circle for each line.*



42

When you are at home, how often do you read for the following reasons?

*Check **one** circle for each line.*



43

Besides you, do any other teachers teach the fourth-grade students in this class for a significant portion of the school week?

*Check **one** circle only.*

- ○ No, I am the students' teacher for all or most of the school week
- ○ Yes, the students have different teachers for different subjects (e.g., math, science, language)
- ○ Yes, I share teaching responsibilities with one other teacher (e.g., team teaching, job sharing)
- ○ Other

Please describe _____

_____

44

About how long did it take you to complete this questionnaire?

_____ minutes

Write in a number.

Thank You

Thank you for the thought, time, and effort you have put into completing this questionnaire.

Notes

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Teacher *Questionnaire*

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